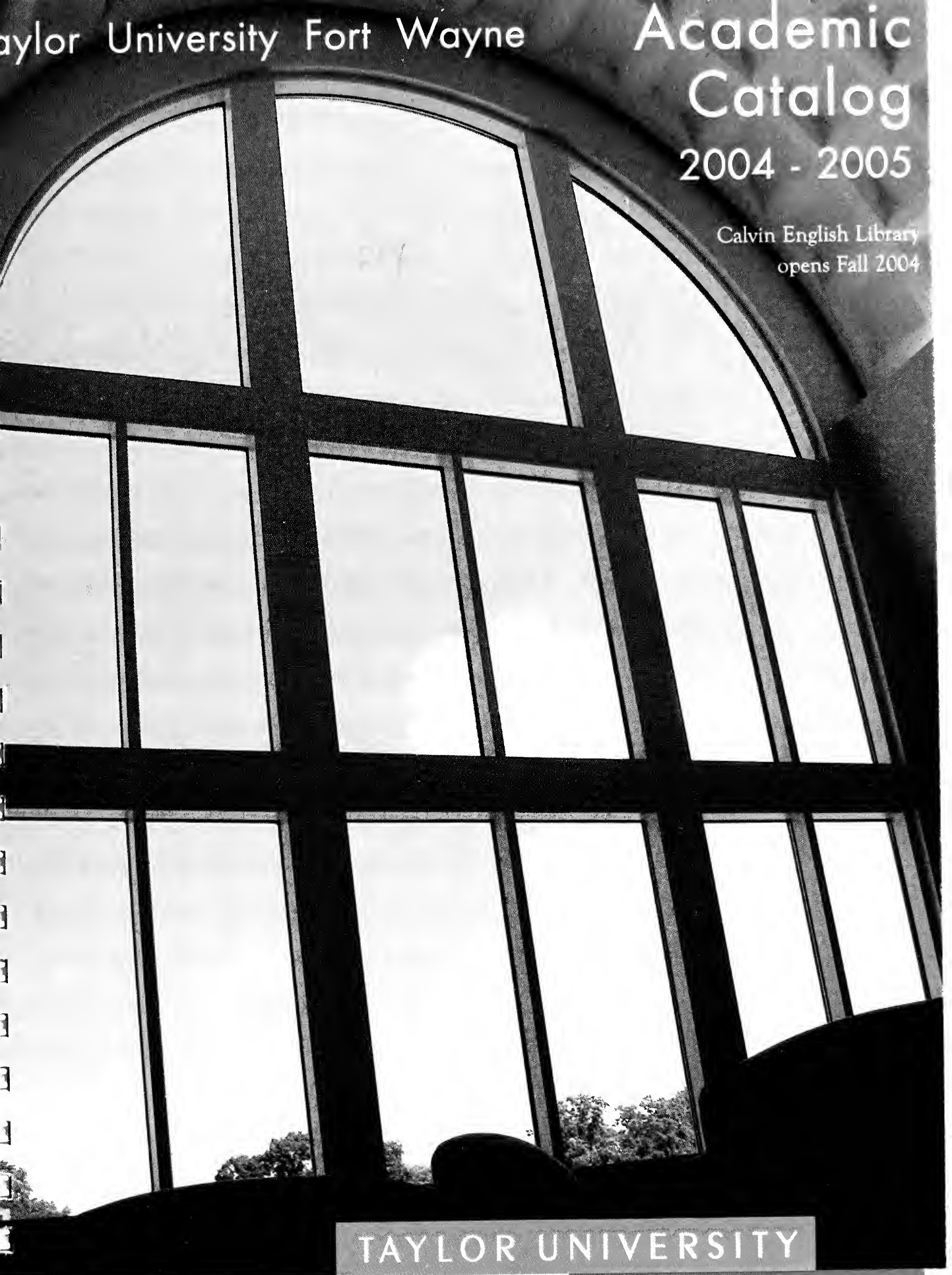
aylor University Fort Wayne

Academic Catalog

2004 - 2005

Calvin English Library
opens Fall 2004



TAYLOR UNIVERSITY
FORT WAYNE

Where your calling takes shape

TAYLOR UNIVERSITY

FORT WAYNE

Where your calling takes shape

There are those who seek knowledge for the sake of knowledge, *that is curiosity.*

There are those who seek knowledge to be known by others, *that is vanity.*

There are those who seek knowledge in order to serve, *that is love.*

Bernard of Clairvaux (1090-1153)

Catalog
2004-2005

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Information in this catalog, while current at the time of printing is subject to change based on enrollment, faculty availability, and other considerations. Taylor University reserves the right to withdraw a course or program or to limit its enrollment when, for any reason, it becomes impractical to offer it as previously scheduled.

While Taylor University publishes program information and materials and assigns advisors, the student is ultimately responsible to assure his/her academic program fulfills all graduation requirements. The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that the degree requirements were not met appropriately.

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OUR HERITAGE, MISSION, AND LIFE TOGETHER

A Heritage Exceeding 150 Years

The year 2004 marked the 158th anniversary of the founding of Taylor University in 1846. During the year of 1846, the United States annexed New Mexico as a territory, admitted Iowa as the 29th state in the Union, and declared war on Mexico. Electric arc lighting was introduced in Paris, and Elias Howe in America patented the sewing machine. John Deere constructed the first plow with a steel moldboard. During the same year, an American dentist W. T. Morton introduced ether as an anesthetic. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, Charles Dickens introduced the first cheap English newspaper, the Daily News, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor. In 1893, because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University re-established its presence in Fort Wayne by acquiring Summit Christian College. (Summit had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) Since 1992, Taylor University has operated two campuses in Indiana: Taylor University Upland and Taylor University Fort Wayne.

Bishop William Taylor became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

With this heritage, Taylor University entered the twentieth century. Taylor University's historian, Dr. William Ringenberg, noted, "The intellectual revolution at the turn-of-the-century cracked the spiritual foundations of major universities" in A`merica by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular

education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission.

For 157 years, Taylor has been faithful to that mission.

As we enter the next millennium, the institution's administration, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Upland student body of over 1,875 is divided almost equally between men and women who come from almost every state and over 30 foreign countries.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

The Fort Wayne campus of Taylor University is located on 32 acres in the energetic city of Fort Wayne, Indiana. Our 650 –plus students come from 30 states and represent 29 denominations. Approximately 250 students live on campus. More that 25 percent of our students are non-traditional, working adults who bring real-life vocational experiences to the classroom.

Mission and Purposes

Taylor University is a Christ-centered educational institution, and an evangelical, interdenominational covenant community committed to advancing life-long learning and ministering the redemptive love of Jesus Christ to a world in need.

As a Christian community of students, faculty, staff, administration, and trustees committed to the Lordship of Jesus Christ, Taylor University offers post-secondary liberal arts and professional education based upon the conviction that all truth has its source in God.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional and life-long education based upon the conviction

that all truth has its source in God, and that being Biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.

- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others
- To foster and maintain appropriate and effective support services that enable maximum program effectiveness throughout the university.

Core Values Statement

Taylor University is comprised of covenant communities on a journey of Christian discipleship known for our tough minds, tender hearts and hands outstretched in competent, caring service. As covenant communities we work to be Christ-centered, biblically anchored, liberal arts grounded, whole person focused, vocationally equipping, world engaging and servant leadership motivated. The goal of our journey is to produce Christian disciples able to do God's work throughout His creation ministering the redemptive love of Jesus Christ to a world in need through lifetimes of learning, leadership and service.

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of educational programs centered on two campuses. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

Taylor University Upland serves Christian men and women in a community that consists largely of traditional college students living in a residential campus setting and pursuing baccalaureate-level degree programs.

Taylor University Fort Wayne uses traditional and alternate delivery systems to serve both traditional students and adult learners in educational programming that results in baccalaureate degrees, associate degrees, departmental certificates of completion, and continuing education. In the nontraditional adult programs, enrollment opportunities are extended to qualified individuals who respect, but may not personally embrace, the university's statement of faith.

Statement of Faith

Revised May 2003

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation, and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational

institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe that:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.

The Life Together Covenant

Taylor University is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of our commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of this covenant is to identify the expectations for participation in our community that assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations that are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in this covenant.

Assumptions

Community life at Taylor University is based upon the following beliefs:

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.

2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Relationships

Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is koinonia. It is translated as partaker, communion, communication, contribution, or distribution. Members, therefore, are encouraged to seek as many opportunities as possible to demonstrate koinonia.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love. As Scripture states: *We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers . . . let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother (I John 3:11, 16, 18; I John 4:11, 21 NIV).*

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

Edification

We expect each member of the community to strive consciously to maintain relationships that support, encourage, and help others. According to Scripture: *We who are strong ought to bear with the failings of the weak and not to please ourselves. Each of us should please his neighbor for his good, to build him up (Romans 15:1-2 NIV).*

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states: . . . *clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another (Colossians 3:12, 13a NIV).*

Burden Bearing

We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

Speaking the Truth in Love

Speaking the truth to each other with love can strengthen a community such as ours. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is acting in love, the process can produce growth.

Reconciliation, Restoration, and Restitution

Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:18-19 NIV states: . . . *and He (Christ) gave us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.*

Implementing the above expressions of love in relationships requires continual effort and sensitivity to others. Relationships of this quality honor God, enrich our lives, and assist in meeting the goals of the university.

Biblical Responsibilities for Behavior and Attitudes

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: *love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law (Galatians 5:22-24 NIV).* This "fruit of the Spirit" is to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and therefore should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, and premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the civil penalty for this behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

University Expectations for Behavior and Attitudes

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are to observe the Lord's Day (Sunday) as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, "business as usual" relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to our community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.
5. In order to enhance and preserve the ethos of Taylor University, social dancing by community members is not permitted on or away from campus. However, acceptable forms of expression by the University may include sanctioned folk dances, ethnic games, dancing at weddings not in campus facilities, dances that are designed to worship God and the use of choreography in drama, musical productions, and athletic events is also acceptable.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.

7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.
8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.
9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.
10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.
11. Members of the community are subject to the demands of academic integrity, such as honesty and giving credit to sources.
12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the university catalog, and the Taylor University Faculty and Administrative Staff Handbook.

Conclusion

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The covenant addresses relationships and behavior; these emphases are parallel and vital to the quality of our experience together. The behavioral portion of the covenant includes standards that are specific to the university. These standards are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community: *Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace...Let the word of Christ dwell in you richly as you teach and admonish one another...And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God...(Colossians 3:12-17 NIV).*

All students (single and married) are responsible for implementing the relational and behavioral expectations listed above when the university is in session (beginning of first semester through the end of second semester and/or summer sessions), when they are part of a university program, and/or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, students who are in the presence of their parents/ guardians are assumed to be part of the family unit and under the direction of their parents/guardians. Students who commute from the home of their parents/guardians are expected to abide by these policies except when university regulations conflict with the governance of the home.

Employees of the university are responsible to abide by the Life Together Covenant.

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

Sanctity of Life Statement

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: *So God created man in His own image, in the image of God He created him; male and female He created them.* Therefore, human life must be respected and protected from its inception to its completion.

Accreditation and Memberships

In its academic programs at Fort Wayne and Upland, Taylor University is accredited by The Higher Learning Commission and a member of the North Central Association, the Council on Social Work Education, and the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board. The music program at Upland is also accredited by the National Association of Schools of Music. All accreditation documents are maintained in the Office of Administration and Planning.

Memberships include the American Association of Colleges for Teacher Education, American Association of Higher Education, American Association of University Women, American Council on Education, Associated Colleges of Indiana, Association of American Colleges and Universities, Association of Governing Boards of Universities and Colleges, Christian Center for Urban Studies, Christian College Consortium, Cincinnati Council on World Affairs, Council for Christian Colleges and Universities, College Board, Council of Independent Colleges, Evangelical Council for Financial Accountability, Higher Education Commission of Christian Holiness Association, Independent Colleges and Universities of Indiana, Indiana Conference on Higher Education, Indiana Consortium for International

Programs, NAFSA: Association of International Educators, National Association of Student Financial Aid, National Association of College and University Business Officers, and National Association of Independent Colleges and Universities.

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium that unites thirteen Christian liberal arts colleges with programs similar to those of Taylor. Included in the consortium are Asbury College, Bethel College, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College, and Wheaton College.

Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs.

Council for Christian Colleges and Universities

Taylor University is one of over 100 colleges and universities who comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified upperclassmen from its member schools. These offerings include the American Studies Program in Washington, D.C.; the China Studies Program; the Contemporary Music Center in Martha's Vineyard, Massachusetts; the Latin American Studies Program based in San Jose, Costa Rica; the Los Angeles Film Studies Center; the Middle East Studies Program in Cairo, Egypt; the Honours Programme – CMRS, Oxford; the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod; and the Summer Institute of Journalism in Washington, D.C.

CAMPUS FACILITIES

The Taylor community provides a variety of living arrangements, the new Student Commons, and easily accessible academic buildings. The following facilities are part of the Taylor Fort Wayne campus:

Ada M. Smith Hausser Hall: This two-story building houses 100 men and women separated by floor. Restrooms, laundry facilities, and a lounge fill the center spaces. Two apartments house the resident director and a resident assistant. Initially named Lexington Dorm, from its location on Lexington Avenue, the name changed to Hausser Hall in May 1995 in honor of Ada M. Smith Hausser's 53 years of dedicated service to her alma mater.

Bethany Hall: Bethany Hall was named after Bethany Home and Bible Institute in Bluffton, OH, the antecedent for Fort Wayne Bible Training School. The hall was constructed in 1929-30 after crowded conditions in all departments of the school program demanded a second building. The two-story brick building provided residence hall space, a large reception room on the first floor, three classrooms, and several utility rooms in the basement.

Bethany Hall was a women's residence hall until the summer of 1949 when the administrative offices were moved from Schultz Hall to occupy the first floor. The middle classroom on the basement level was converted into the college bookstore and mail-distribution room; the college print shop was located across the hall.

After the completion of S.A. Witmer Memorial Hall in 1970, the administrative offices and all other services were moved to the new building. Bethany Hall reverted in its entirety to a women's residence and remains a women's residence today.

Calvin English Library: This 38,000 square foot building, which is connected to the Eicher Student Commons, was completed in 2004 and opened in the fall. The building is named after Dr. Calvin H. English in recognition of his contributions to the health and well-being of the persons and community of Fort Wayne and his faithful devotion and commitment to Taylor University.

The library houses over 74,000 volumes and subscribes to 500+ periodicals and newspapers. Its online catalog is part of the shared library catalog of the Private Academic Library Network of Indiana (PALNI). One of the library's special collections is the Instructional Materials Center with curriculum materials to support the Christian ministries and elementary education programs.

Research databases, available at Lehman Library Online www.tayloru.edu/fw/academics/library/, provide support for all areas of research and study and include many full-text resources. Interlibrary loan and various consortial arrangements give access to the resources of other libraries. The Lehman Library works in cooperation with the Zondervan Library on the Taylor University Upland campus.

Reference services include consultation with librarians at the Reference Desk, a special program of library instruction for freshmen, and course-integrated instruction across the curriculum.

Clyde W. Taylor House: In winter 1996-97, the house located at 909 W. Rudisill was purchased by the university and became the first home to the office of correspondence studies, now known as the Center for Lifelong Learning.

Beginning in the fall of 2004, the house is being used as a residence facility for seven male students.

This facility was named the Clyde W. Taylor house in 1999 in honor of Clyde W. Taylor's dedication to missions and service to the university. Taylor traveled to more than 100 countries and their mission fields and pastored several churches. He also holds the longest tenure - 39 years - on the university's governing board.

Eicher Student Commons: Eicher Student Commons, opened in January 2001, houses the cafeteria, student lounges, recreation area, prayer chapel, post office, bookstore, campus safety, student development offices, career services, conference rooms, workroom, and student government. This building is named in honor of the Eicher family who has faithfully served the Fort Wayne campus for many years.

Founders Memorial Hall: Due to the growth of the music department, private lessons, and equipment, plans for a music hall were completed in 1938. In August 1941, the original plans were revamped and a much larger building was approved. The building was completed in 1942 and was named Founders Memorial Building in honor of the six who, through a cooperative vision and effort, became the co-founders of the Fort Wayne Bible Institute.

Today, Founders Memorial Hall houses the Music Department and the Community School of the Arts. Founders Hall includes 25 practice rooms, seven studios, four classrooms, two computer labs and a piano lab. The building also holds Ramseyer Chapel, a chapel/auditorium that seats 400.

Gerig Activities Center: Construction of the activities center began August 1988 and was dedicated September 23, 1989. The multipurpose building houses a gymnasium/convocation area that has been heavily utilized by campus and community athletics, concerts, banquets, and seminars. The facility is named after Dr. Jared Gerig, Dr. Ira Gerig, Dr. Wesley Gerig, Miss Joy Gerig, Dr. Donald Gerig, Rev. William Gerig, and other Gerig family members who have demonstrated commitment to the institution through leadership, instruction, example, and spiritual direction.

Lillian Rolf Home: This house was purchased in 2003 from relatives after Lillian Rolf, who lived in the home her entire life, passed away. The house is being used as a residence facility for six students.

CAMPUS FACILITIES

Oakwood Apartments: There are ten apartments in this complex, dedicated to housing single women.

Reynolds Building: Edison Reynolds, for whom the building is now named, foresaw the need for a physical plant building. Reynolds served the campus for 33 years as director of physical plant. Completed in 1979, the Reynolds building has served as the center for campus housekeeping, maintenance and ground care.

S.A. Lehman Memorial Library: The S.A. Lehman Memorial Library, built and occupied in 1960, is situated on the south campus.

The Calvin English library is opening in the fall 2004 and will replace the S.A. Lehman Library. Currently designers are being consulted to determine the best future use of this building. In the meantime, the Center for Lifelong Learning will occupy the office spaces in Lehman.

S.A. Witmer Memorial Hall: Witmer Hall was dedicated on October 25, 1970. This four-story building houses administrative and faculty offices, 16 class and seminar rooms, a lecture hall, science laboratory, computer labs (Mac and PC), admissions, financial aid, registrar and business offices.

Schultz Hall: A simple groundbreaking service was held on September 5, 1904, for Schultz Hall, then known as Fort Wayne Bible Training School Building (BTS), the center of school life in its entirety from 1904-1930. It was self-contained as a three-story brick building with classrooms, dining hall, kitchen, library, laundry, chapel, offices, reception room, and forty dormitory rooms equipped for two occupants each. Today Schultz Hall serves as a residence for men.

WBCL Radio: In 1976, a Christian radio station began in Fort Wayne under the ownership of the then Fort Wayne Bible College. What started as an 18-hour-day station with two full-time employees has grown to a ministry of over 20 employees, broadcasting the love and hope of Jesus Christ to thousands of listeners 24 hours a day. In 1992, ownership of WBCL was transferred to Taylor University through a merger of the two educational institutions.

In 1992, WBCL also began broadcasting on WBCY at 89.5 FM in Northwest Ohio. With tower and transmitter in Archbold, the quality Christian programming is simulcast from the Fort Wayne studios to an area that extends even into Michigan.

In 1997, WBCJ became a reality in West Central Ohio at 88.1 FM. With tower and transmitter in Spencerville, Ohio, the simulcast programming reaches Lima, Celina, Wapakoneta, and St. Marys.

ACADEMIC REGULATIONS

Academic policies and regulations are developed and approved by the faculty of the university and are administered by the Academic Affairs and Registrar's Offices. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

Academic Calendar

Taylor University's academic year consists of fall and spring semesters, a January interterm, and summer sessions. Under this schedule, the fall semester activities, including examinations, are concluded prior to the Christmas recess. Classes are conducted in each semester for a period of fifteen weeks, including a four-day examination period. The typical class period for one semester hour is fifty minutes. The January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. In addition, three summer sessions are available to enhance and supplement the students' educational programs and meet special program requirements. (For actual calendar dates, see the College Calendar section.)

University Communication Policy

The University uses the @tayloru.edu student e-mail addresses to communicate with students. ***Students are responsible to check their Taylor e-mail account regularly and will miss important information from their advisors, professors, and administration if they do not do so.*** The monthly billing statement is e-mailed on or before the 1st day of each month to the student's Taylor e-mail address. It is the student's responsibility to provide this information to their parents. Students who have not yet been assigned a TU e-mail address will be mailed a paper copy of their monthly statement. Please do not request to have your Taylor e-mail address removed; receiving notifications from the University is not optional.
If you have not already set up your account, please do so as soon as possible! You can set up your Taylor email account by going to the computer lab in Witmer Hall. The lab supervisor on duty can assist you with this process. (The initial set up must be done on campus. After your account is activated, you may access your email on or off campus.)

ACADEMIC REGULATIONS

Advisement and Registration

Faculty Advisors

The Registrar's Office assigns academic advisors to all students in their area of academic interest. Advisors are provided to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the university. Students are expected to assume responsibility for obtaining academic advising after enrolling at Taylor, to keep informed about general education and major requirements by consulting the catalog and program curriculum guides, to initiate and be prepared for conferences with assigned advisors, and to be aware of published academic deadlines and regulations as stated in the schedule of classes, the published calendar, and the catalog. While Taylor University publishes program information and materials and assigns advisors, the student is solely responsible for assuring that his or her academic program complies with the policies of the university. Any advice that is at variance with established policy must be confirmed by the Registrar's Office.

Academic Load

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 14 to16 hours per term. Students with at least a 2.00 grade point average (GPA) may take 17 hours. A 3.00 GPA is necessary to carry 18 hours, 3.30 for 19 hours, and 3.60 for 20 hours. An additional charge exists for each semester hour over 17.

Registration for three to four hours is considered a normal load for January interterm. Five hours is the maximum load for this 17-day term and requires a 3.00 GPA. An additional charge exists for the fifth hour.

The first summer session is a full term lasting the entire summer (approximately 12 weeks) in which all practicums, independent studies, and directed research studies are offered. A normal academic load for the second summer session (18 days) is three to four hours; a 3.00 GPA is necessary to carry five hours. A normal academic load for the third summer session (24 days) is three to six hours; a 3.00 GPA is necessary to carry seven hours, a 3.60 GPA is necessary for eight hours. Registration for 12 hours over all three summer terms constitutes full-time standing.

Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

Class	Total Cumulative Credits
Freshmen	0.00-30.99 credits
Sophomores	31.00-60.99 credits

Juniors	61.00-94.99 credits
Seniors	95+ credits

Advance Registration

Advance registration provides an opportunity for both new and continuing degree-seeking students to register in advance for courses during the upcoming semester(s). Registration priority for classes is determined by cumulative earned hours with priority given to students with the most hours. Students who do not register in advance will lose their priority position during the advance registration process. It is the responsibility of each student to follow directives relating to student housing, billing, payment of bills, registration, and financial aid that are published annually and sent to all students by the President's Office.

Change of Registration

The student is held responsible for each course in which he or she officially registers. Changes of registration require the approval of the advisor and the registrar. Courses may be added during the first week of classes; however, each missed class that week counts as an unexcused absence. Courses dropped during the second and third weeks of the term appear on the student's transcript with a grade of withdrawn (W). Students dropping a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade. Discontinuance of attendance does not automatically constitute a withdrawal from a course. Students failing to file a proper drop/add form by the appropriate deadline must complete classes for which they are registered or receive a grade of F.

University Withdrawal

A student who finds it necessary to withdraw from all credit classes after a term begins must apply for formal withdrawal through the Office of Student Development. If a student withdraws from the university he/she will receive a withdrawal grade (W, WP, WF) for the appropriate deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to the Finance section in this catalog.

A student who does not register during advance registration and does not plan to return to the university for the next term must apply for formal withdrawal through the Office of Student Development before leaving campus.

Audit Registration

Audit registration occurs only through the first week of classes. Courses taken for audit receive no credit or grade. Students must attend at least half of the class meetings as verified by the professor in order for the courses to appear on the

transcript with a grade of AUD. Students requesting a course for credit (grade or pass/fail) are given priority in registering for a course. Some courses are not available for audit credit such as private lessons, music ensembles, studio art courses, physical education skills courses, laboratory courses, practicums, and internships. Audit registration requires permission of the instructor and the Registrar's Office.

Pass-Fail Registration

Pass-fail registration requires the approval of the advisor and the Registrar's Office. The pass-fail option occurs only through the first week of classes and is subject to the following guidelines:

- A pass grade represents work completed at C- or above.
- This option is open only to second-term sophomores or above with at least a 2.30 GPA; the exception is the practicum, which is open to all qualified students.
- No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
- No course needed for teacher certification may be taken pass-fail.
- Pass-fail courses do not affect the GPA if passed, but they do affect the GPA if failed.
- Pass-fail courses are limited to one course per term and a total of 13 credit hours. Courses available only on a pass-fail basis are not included in this total.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student's transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

Independent Study Policy

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, email, remote proctors, internet, etc.

Students and faculty alike are encouraged to schedule independent studies during the summer session when the calendar and personal schedules of students and faculty are more flexible. The shortened academic calendar makes independent studies impractical for the January term. During the fall and spring semesters, independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (A desire by the student to graduate in less than four years, to double-major, add a minor, etc., does not meet this requirement.)

2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or summer term without negative impacts on the student's program of study.

3. To provide a scheduling efficiency or convenience to the university, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.

4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

No student who is on academic probation may register for an independent study unless it is to repeat a course. Up to 12 hour of independent study may be included in the 30-hour maximum for distance learning.

All other academic policies in this catalog apply to independent studies, e.g., criteria for requesting incomplete grades, deadlines for registration.

An additional independent study fee may be assessed by the associate vice president for academic affairs for requests not described in paragraphs 1-3 in the above policy. Registration forms are available in the Registrar's Office or at http://online.tayloru.edu/admin/registrar/forms.asp

Tutorials

A tutorial course is classroom-based, individualized instruction scheduled to meet on campus at a time that is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the Office of Academic Affairs. Any course listed in the catalog may be taught as a tutorial course with the consent of the instructor and approval of the advisor, course department chair, and Office of Academic Affairs. Registration forms are available in the Registrar's Office or at http://online.tayloru.edu/admin/registrar/forms.asp

Experiential Education

Experiential education includes internships, practicums, and field experiences that provide students with the opportunity to integrate theoretical learning in a major field of study with actual work experience in a variety of nonclassroom settings. Students should consult with departments and supervising faculty for guidelines and responsibilities.

ACADEMIC REGULATIONS

An internship is an advanced-level, discipline-related, culminating field experience directed towards preparing students for professional licensure or entry-level positions. Internship placements should be substantive, new, and educationally rewarding, rather than a continuation of a prior work experience. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students may earn a maximum of 16 hours of credit, subject to departmental requirements, toward graduation requirements through the internship experience. Internships are usually completed during a regular semester. Usually, internships require students to devote their full time, effort, and attention to completing internship requirements. Therefore, it is recommended that students not enroll in additional courses during the term when internships are being completed.

A practicum course is a significant applied-learning experience with a meaningful, supporting component that enables students to observe, apply, and better understand previously studied theory. Individual practicums can be done for one to four hours of credit. Students can earn a maximum of eight hours of credit towards graduation requirements through practicum experiences, subject to departmental requirements. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students usually complete practicum experiences during the summer session. Registration forms are available in the Registrar's Office or at http://online.tayloru.edu/admin/ registrar/forms.asp.

Field experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Grades

Grading System

The following grades and quality points are assigned to undergraduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Good	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Satisfactory	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D Minimally acceptable	1.00	Yes
D-	.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No

The unit of credit is the semester hour. GPA (GPA) is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

ACADEMIC REGULATIONS

Incomplete and Not Reported Grades

All work for credit is expected to be completed within the term it is attempted; including independent studies, tutorials, and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete extra work to raise a grade. Incompletes must be authorized by the Office of Academic Affairs before they are submitted to the Registrar's Office. Incompletes should be translated to grades and reported to the Registrar's Office by the date approved by the Office of Academic Affairs. The last possible date for approval is the week before final examinations of the following full term.

The Registrar's Office will record an NR (not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies.

If no change has been made by the instructor by the approved due date, the registrar is authorized to change the INC or NR to an F.

Grade Reports

Students may view midterm and final grades through TOWER (Taylor Online Web Enabled Records). Mid-term grades are only entered if they are below C-. Mid-term grades are not recorded on the student's record in any way. Allow approximately one week after the last final exam for calculating and posting of final grades. Grades will not be mailed to degree seeking students. For information on accessing TOWER, go to http://online.tayloru.edu/admin/tower/tower_for_students.htm.

Grade Changes

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the Office of Academic Affairs. Questions regarding the grade should be directed to the professor within two weeks after being posted on TOWER. Such a change is permitted only before the end of the next term after the original grade was awarded.

Dean's List

Full-time students are named to the Dean's List when they have earned a 3.60 or better GPA for the term and when at least 12 hours carry quality point values.

Eligibility for Intercollegiate Athletics

For participation in intercollegiate athletics, students must be enrolled full time, carrying at least 12 credit hours. In addition, they must be students in good standing, not on probation, and meet the requirements of the United States Collegiate Athletic Association.

ACADEMIC REGULATIONS

Academic Progress

A student who meets the minimal GPA requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required GPA is placed on academic probation and enters a special advisement program under the direction of the Academic Center for Enrichment and the academic advisor.

Cumulative Earned Hours	Minimum Required GPA
00.00-12.99	1.60
13.00-30.99	1.70
31.00-44.99	1.80
45.00-60.99	1.90
61.00+	2.00

The GPA of each student is reviewed twice annually to determine whether action needs to be taken with respect to probationary status. The first such review takes place after fall semester for all students. Athletes in play across three terms are reviewed after January interterm. At the end of the spring semester, GPAs for all students are reviewed for the same purpose.

For students placed on probation, failure to reach the minimum requirements within one semester results in suspension from the university, unless during that semester at least a 2.30 term GPA is earned. Students who earn a 2.30 term GPA may be placed on "extended probation" and are not eligible to receive financial aid. First-time suspension is for one semester; a second-time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of several offices on campus.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. No student on academic probation is allowed to hold a university student leadership position until such time as he/she qualifies for acceptable academic standing. Similarly, university policy does not permit athletic participation by students who are on academic probation. No student on academic probation may register for distance learning courses or independent study courses unless repeating a course. No academically suspended student may be enrolled in any Taylor courses including those offered by Taylor University's Center for Lifelong Learning (CLL). In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to make a better case for readmission to Taylor. Such students should consult with the Registrar's Office in advance of such enrollment.

Additional information concerning academic probation and suspension is available from the Registrar's Office.

ACADEMIC REGULATIONS

General Academic Policies

Graduation

A student may complete graduation requirements at the end of any of the university's instructional terms that conclude in December, January, May, or August. However, commencement ceremonies are held only in May at the end of the spring term. Diplomas for December, January, and May graduates are awarded at commencement. Participation in commencement is open to those students who have completed all degree requirements by May or have an approved plan whereby all requirements will be met by the end of the summer session following commencement.

Candidates for graduation must complete an application for graduation. This form is available when registering for the fall semester one year prior to participating in commencement. The application begins the degree audit process. Prior to their senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. While the registrar will conduct degree audits on behalf of the university, students are responsible to ensure that all graduation requirements are met.

Attendance at commencement is required unless a written request to be absent is filed with and approved by the Registrar's Office.

A candidate for graduation must fulfill all financial obligations to the university before he or she receives a diploma.

Honors at Graduation

Honors are designated at commencement only for those students who have fully completed all baccalaureate course work and requirements for their degrees before commencement. In recognition of superior scholarship, the university awards three levels of honors at graduation: *cum laude, magna cum laude, and summa cum laude. Cum laude* is awarded those students with a GPA of at least 3.50. *Magna cum laude* is awarded those students with a minimum GPA of 3.70. *Summa cum laude* is awarded those with a minimum GPA of 3.90.

Graduation honors are computed on Taylor University credit hours only; fifty percent of the minimum degree hours must be completed at Taylor University.

Final Examinations

Students must take their final examinations at the assigned hours listed in the schedule of classes that is distributed at the time of registration. Exceptions are made only because of serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, and rides leaving early are not acceptable exceptions. Students scheduled to take more than two final exams on the same day may, with written permission from a faculty member,

reschedule an exam(s) to maintain a minimum of no more than two exams per day. Students should contact the Registrar's Office to begin the rescheduling process.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work) are only granted in the cases of (1) admittance to a hospital, (2) serious emotional illness (verified by the associate vice president for student affairs/dean of students); (3) athletic events approved by the faculty athletic committee or group absence for approved academic events (students must make prior alternate arrangements with the professors whose class(es) they will miss); (4) death or hospitalization of an immediate family member (mother, father, brother, sister, or grandparent); or (5) very unusual circumstances as evaluated by the professor.

Unexcused absences, without permission to make up work, must not exceed one per credit hour of the course. The penalty for excessive unexcused absences is communicated in each course syllabus. Unexcused absences could be used for situations such as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews. When courses are added after the first class meeting, each session missed should be considered an unexcused absence.

Academic Dishonesty

Academic dishonesty constitutes a serious violation of scholarship standards at Taylor that can result in substantial penalties, including denial of credit in a course as well as dismissal from the university. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing (misrepresenting another's work as one's own original creation), submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer concept or program. All acts of academic dishonestly are reported to the Office of Academic Affairs. (The university statement on plagiarism is available from that office.)

Academic Grievance

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. A detailed description of the informal and formal academic grievance procedures is available to students upon request to the Office of Academic Affairs. The procedures are part of the university's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty

member, or any other academic staff member, who is accused of unfairness toward a student.

The first step for students who believe unfair treatment has occurred in their academic experience is to make an appointment and meet and discuss the issue with the respective faculty member or academic staff person. Then, if necessary, the student should discuss, by appointment, the issue with the faculty member's department chair (or division associate dean if the faculty member involved is a department chair), or the supervisor of the academic staff member. If necessary, a third informal step can be taken by the student, that being a conference with the associate vice president for academic affairs. If the issue is still not resolved, a formal grievance process can be initiated as prescribed in the policy statement available from the Office of Academic Affairs.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition, available from the Registrar's Office. The student's advisor and the registrar must review the petition before action is taken on the academic petition by the Office of Academic Affairs and/or the Educational Policy Committee.

Advanced Placement and Credit by Examination

Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

To receive six hours of credit for intermediate language, the student must take the CLEP exam at Taylor by October 15 for students entering the fall semester and March 15 for students entering the spring semester.

All students are expected to complete the expository writing requirement by the end of their first year at Taylor. If the AP or CLEP exam for expository writing is passed and approved by the Academic Center for Enrichment, the fee for posting credit to the transcript must be paid prior to second semester preregistration. The student is responsible to verify that scores are received in the Academic Center for Enrichment. The CLEP exam for expository writing must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register to take ENG 110 during their second semester.

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact the Academic Center for Enrichment to request information regarding testing policies, fees, deadlines and limitations.

IB is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL), scores must be 5 or higher, courses for the major are subject to departmental review, and transcripts must be requested from the IB office and not the high school.

GCE-A Level credit may be awarded with a grade of D or higher. Students must submit to the Registrar's Office a certified copy of the examination certificate and examination syllabus. Credit will not be awarded on the basis of a results slip. The affected departments must approve credit for exams.

See Alternate Delivery Methods for maximum number of hours that can be taken through credit by exam.

Alternate Delivery Methods

Beginning fall 2002, students entering the university may use the following alternative delivery methods to earn credit toward their degrees:

- All students may earn up to 30 hours of distance learning credits. Up to 12 hours of independent study may be included in this 30-hour maximum for distance learning.
- Students may earn up to 30 hours of prior learning assessment (PLA). CLEP, AP, IB, and GCE A-Level credit are included in this 30-hour maximum for prior learning assessment. Enrollment in IAS 103E is required to receive PLA credit. PLA is primarily for adult learners and limited to students 24 years or older.
- A combined maximum total of 50 hours is allowed for distance learning and prior learning assessment.

Distance Learning Policy

The guidelines listed below for accepting transfer credit are also used in evaluating distance learning courses taken at other accredited universities. Courses taken prior to entering Taylor University require approval by the registrar. After enrolling at Taylor, a student must complete a transfer approval form signed by the academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar before the next enrollment period.

Courses taken through Taylor University's Center for Lifelong Learning (CLL) require the approvals stated above. Grades earned affect the cumulative GPA. These courses are not considered part of the academic load for enrollment verification or financial aid purposes. No student on institutional academic probation is permitted to register for courses through CLL unless repeating a course. No academically suspended student may be enrolled in any Taylor courses, including those offered by CLL. Candidates for graduation must complete all distance learning course work and exams by the date specified by the registrar, but no later than one month prior to the graduation completion date.

See Alternate Delivery Methods for maximum number of hours that can be taken through credit by distance education.

Transfer Credit Policy

To receive credit for course work earned at other accredited universities, new students should request that transcripts be sent directly to the Admissions Office at Taylor University. These transcripts are forwarded to the Registrar's Office for an evaluation. A copy of this evaluation is sent to the student. The registrar evaluates courses for general education and elective credit; however, it is the student's responsibility to meet with the appropriate department chair to have major or minor courses evaluated and notification sent to the registrar by the department chair. Course descriptions and syllabi may be required in order to evaluate courses.

After enrolling at Taylor, students who plan to take courses at another university during the summer or during a semester's absence and wish to transfer credits to apply toward a degree must complete a transfer approval form signed by the student's academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar before the next enrollment period.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial or vocational courses are not transferable.
- Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may not be applicable to specific requirements.
- Only course work with a grade of C- or better is accepted. Courses taken for a grade mode of pass, credit, or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C-. Although a minimum grade is required, grades do not transfer. The GPA is computed only on work offered by or through Taylor University.
- Degree residency requirements: (1) students must complete fifty percent of the minimum degree hours at Taylor University (i.e., 64 of the minimum 128 hours required for the baccalaureate degree; 32 of the minimum 64 hours required for the associate degree); (2) students must complete fifty percent of the major or minor hours at Taylor University; (3) at least 22 of the last 30 hours must be taken at Taylor University.
- A maximum of 64 hours of credit may be transferred from an accredited two-year college. These courses are not given upper-division credit.
- The Director of Teacher Certification must approve courses that apply toward teacher certification.

- Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor standards in order to be accepted as transfer credit. Procedures for acceptance of credit may be obtained from the Academic Center for Enrichment. Departmental challenge exams from other institutions are not transferable.
- Graduation honors are computed on Taylor University work only.

Transfer Policy for Non-Articulated Study Abroad Programs

Students wishing to receive credit from a study abroad program not offered through Taylor University are responsible for initiating the approval process, which begins with their academic advisor and department chair. Students must comply with the following guidelines:

- Taylor University will not enter into a consortium agreement, for the purposes of study abroad, with any foreign or domestic college/university or study abroad agency.
- No financial aid (federal, state, or institutional) will be awarded to students participating in non-articulated study abroad programs.
- Study abroad programs must be sponsored by other regionally accredited colleges/universities. Transfer credit will be accepted only if prior approval has been granted by the department, the director of general education, and the registrar. The sponsoring college/university grants the credit and grade for each course. Upon completion of the approved courses, an official transcript from the sponsoring college/university should be sent to the registrar.
- Be aware that course offerings and schedules are subject to change, and we cannot guarantee that course changes will be accepted without the appropriate approvals.
- Students must meet the following policies as they plan their study abroad:
    1. Twenty-two (22) of the last 30 hours must be completed at Taylor University.
    2. Fifty percent of the degree hours must be completed at Taylor University
    3. Fifty percent of the major/minor hours must be completed at Taylor University.
- Taylor University recommends that students begin the program and course approval process one year prior to their anticipated enrollment in any study abroad program. All course approvals must be finalized by March 1 (for the summer or fall) and October 1 (for the spring).
- No more than 17 hours will be approved for semester-long programs. No more than 12 hours will be approved for a summer term.

ACADEMIC REGULATIONS

Stop-Out Policy

A student who finds it necessary to leave Taylor University temporarily with the firm intention to return may apply for stop-out status during the advance registration period. This status, which is open to students in good academic standing, is limited to one academic year, requires a definite return date, and enables students to return without formally applying for readmission through the Admissions Office. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out option is not available to students who find it necessary to withdraw from the university after the term begins. It is the responsibility of students on stop-out to follow directives relating to student housing, billing, payment of bill, registration, and financial aid that are published annually and sent to all students by the President's Office. The stop-out application process begins in the Registrar's Office and requires approval by the student advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to the Registrar's Office before the stop-out status will be approved. Failure to do so will require re-admittance through the Admissions Office.

Transcript of Academic Record

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may not be released without the written consent of the student. Students should submit a "Transcript Request Form" available in the Registrar's Office, have it signed by the cashier, and return the completed form to the Registrar's Office for processing. No transcript is issued unless all financial obligations to the university are current according to an agreement with the Business Office. For more information on requesting official transcripts go to http://online.tayloru.edu/ admin/registrar/transcripts.asp

You may view your course abstract, an unofficial copy of your academic transcript, online. This abstract is only useful for you and your advisor. Go to http://online.tayloru.edu/admin/tower/tower_for_students.htm for more information about accessing TOWER.

You must contact the Registrar's Office if you need an official transcript.

Degree Requirements

Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of business administration degree, and the associate of arts degree.

All degrees require students to fulfill general education, major field, and elective courses. Students must declare a major by the time they reach junior status (61 hours). Students must also demonstrate proficiency in essential skill areas, i.e. reading, math, and writing.

ACADEMIC REGULATIONS

In view of occasional curricular changes, continuously-attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. Otherwise, they must meet current graduation requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously attending students, students who interrupt their enrollment for more than two full semesters must apply for readmission and meet the degree requirements current at the time of readmission.

Baccalaureate Degree Requirements

A baccalaureate degree is an award that requires the completion of at least four academic years of college-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each major.

The bachelor of arts degree centers on courses of study in the arts and sciences. It is likely to include more elective courses in the major field of study. Candidates for the bachelor of arts degree must demonstrate the equivalent of two years in one foreign language. The degree may be combined with curriculum requirements in education or systems analysis.

The bachelor of science degree requires more upper-division courses, fewer electives, and a practicum or internship experience. Bachelor of science degrees are often awarded to students preparing for professional fields. Students usually specialize more in the natural and social sciences than in the humanities. Most bachelor of science degree programs are only available when combined with curriculum requirements in education or systems analysis.

The bachelor of business administration degree is designed for students with work experience desiring to continue learning opportunities leading to a degree in business. This degree is designed for students preparing for career advancements and transitions.

Students must make application and receive approval of both departments before adding concurrent majors or a second minor. Students adding a third major or minor are required to obtain departmental and Educational Policy Committee approval. Every major, minor, and concentration completed by a student must have at least one-half of its requirements unique to that major, minor, or concentration.

The following requirements apply to the baccalaureate program:

- Minimum of 128 semester hours.

- The residency requirement for the awarding of a Taylor University degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours earned towards the degree must be taken in residence at Taylor University.
- Completion of all general education requirements.
- Cumulative GPA of 2.00. (Higher GPAs are required in certain curricula. See, for example, education and social work.)
- Passing grade in all hours for graduation.
- Minimum of 42 semester hours of upper-division (300-400 level) courses.
- Candidates for two degrees must complete a minimum of 158 semester hours and meet requirements for two different majors.
- Students desiring to complete the requirements for two degrees must make application and receive approval from both departments and the Educational Policy Committee.

Major

The major is the principal field of study usually consisting of twenty-five percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

- A 2.30 GPA in the major field is required. (Higher GPAs are required in certain curricula.)
- Courses earning a grade below C- may not be counted toward the required number of hours for the major and must be repeated.
- No course taken pass-fail may be included in the major.
- One-half of the hours in the major field must be earned at Taylor University.
- A comprehensive examination in the major field of study must be successfully completed.
- Students must make application and receive approval of both departments before adding concurrent majors. Students adding a third major are required to obtain departmental and Educational Policy Committee approval.

Concentration

A concentration is an intensive study of a subject within a major field of study consisting of at least thirty percent of the major requirements. At Taylor, concentrations are specialized areas within the major field and include tracks, application fields, supporting areas and areas of emphasis. There is a range of required hours that are determined by standards within the field along with

requirements established by the department. Every concentration completed by a student must have at least one-half of its requirements unique to that concentration.

Minor

The student's field of secondary emphasis is usually, but not always, outside the major field. The minor normally consists of fifteen percent or more of the total hours required in an undergraduate curriculum. At Taylor, a minor generally involves a course of study equivalent to about one-half of a major. Minors are intended to complement the major and/or provide a greater breadth to liberal arts education. The following requirements apply to the minor:

- A 2.30 GPA in the minor field is required.
- Courses earning a grade below C- may not be counted toward the required number of hours in the minor.
- No courses taken pass-fail may be included in the minor.
- One-half of the hours in the minor must be earned at Taylor University.
- Students must make application and receive approval of both departments before adding a second minor. Students adding a third minor are required to obtain departmental and Educational Policy Committee approval.

Language Requirements for Bachelor of Arts Degree

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of one foreign language for graduation from Taylor University. Taylor, Fort Wayne, offers language instruction in Spanish, New Testament Greek, and Hebrew.

Students with no previous language background do not need to be tested and should begin their language study with the appropriate first semester course. No language placement exam is available for Greek or Hebrew. Students who have transferred in college credit in French or Spanish should not take the placement test but should continue with the next course in sequence. Students who have had previous study of French or Spanish in high school and intend to continue in the language must take the online WebCAPE placement exam. Students are then placed into French or Spanish classes at the level indicated by the exam.

Students who place into semester 4 (202) may receive credit for semester 3 (201) by taking and successfully completing 202 with a minimum grade of B-. The fee for posting credit to the transcript should be paid at the time of notification.

Students who place into semester 5 (advanced) have two options:

- To fulfill the language requirement and receive no credit, students should complete an on-campus test to verify placement out of the language by the end of their first year at Taylor.

- To fulfill the language requirement and receive six hours of credit for intermediate language (201, 202), students should take the CLEP exam by the end of their first year at Taylor. If the exam is passed, the fee for posting credit to the transcript should be paid at the time of notification.

Students of a language other than those offered at Taylor may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated with the chair of the modern languages department. No academic credit will be awarded.

English/Writing Proficiency and Requirements
In order to assure writing success at Taylor, you will be placed ithe best freshman-writing course that will meet your needs.

For all other students, a two-step writing placement process is followed. First, the student's SAT or ACT verbal scores are evaluated. Students whose verbal score is 500 or higher (SAT) or 20 or higher (ACT) are automatically placed into ENG 110 Expository Writing. Students whose verbal score is 410 or below (SAT) or 13 or below (ACT) are automatically placed into ENG 170 Fundamentals of Writing. Students whose scores fall within 420-490 (SAT) or 14-19 (ACT) are required to take an online placement essay test that will be evaluated to determine placement into ENG 170 or 110.

All new students, both first-time freshmen and transfers, are expected to complete ENG 110 Expository Writing by the end of their first year at the University, including in-class at Taylor, transfer credit, AP, and CLEP.

Writing courses transferred from other institutions to meet ENG 110 must represent the total writing requirement at that university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The Registrar's Office (in consultation with the English department at Taylor) must approve transfer courses.

Students wishing to attempt CLEP credit must have scores at or above 660 (SAT) and 27 (ACT). A scaled score of 69 or higher on the CLEP Freshman College Composition exam qualifies a student to write an essay evaluated by the Taylor University English department. The CLEP exam must be taken and passed by October 15 for students entering fall semester and March 15 for students entering spring semeser. Students not completing all requirements by the appropriate date must register for ENG 110 in their second semester at Taylor.

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. It is the student's responsibility to request that AP send the essay by September 15 if a score of 4 is received. The AP process must be completed with the Office of Academic

Assessment before October 15 for students entering fall semester or March 15 for those entering spring semester.

If the AP or CLEP exam for expository writing is passed and approved by the Office of Academic Assessment, the fee for posting credit to the transcript must be paid by November 1 for those entering fall semester and April 1 for those entering spring semester.

Reading and Math Proficiencies

All new students, both first-time freshmen and transfers, must demonstrate proficiency in reading and mathematics. The purpose of these proficiency requirements is to assure that all students are prepared to successfully complete the coursework that will be taken at Taylor. Proficiency tests are administered during summer orientations and during the first week of the semester.

Reading: All students must fulfill the reading proficiency requirement according to the following guidelines.

- Students with SAT verbal scores of 540 or above or ACT English scores of 23 or above will be considered to have met the reading proficiency requirement.

- Students with SAT verbal scores below 540 or ACT English scores below 23 will be required to attain a passing score on the reading proficiency test. Students in this group who do not pass the proficiency test will be enrolled in IAS 180 Applied Learning Techniques-Verbal. Failure to pass the test as part of the course will require re-enrollment in IAS 180 in the following term.

- Transfer students who did not have SAT/ACT scores sent to Taylor as part of their admission application are required to take the reading proficiency test before November 1 for those entering fall semester and April 1 for those entering spring semester. Transfer students who have not passed the test by this deadline are required to enroll in IAS 180 in their second semester at Taylor.

Math: All students must fulfill math proficiency requirements according to the following guidelines.

- Students with SAT math scores of 550 or above or ACT math scores of 24 or above will be considered to have met the math proficiency requirements.

- Students with SAT math scores below 550 or ACT math scores below 24 will be required to attain a passing score on the math proficiency test. Students in this group who do not pass the proficiency test will be enrolled in MAT 100 Math Fundamentals. Failure to pass the test as part of the course will require re-enrollment in MAT 100 in the following term.

- Transfer students who did not have SAT/ACT scores sent to Taylor as part of their admission applications are required to take the math proficiency test before November 1 for those entering fall semester and April 1 for those entering spring semester. Transfer students who have not passed the test by this deadline are required to enroll in MAT 100 in their second semester at Taylor. Math transfer courses will not meet the math proficiency requirement.

Senior Seminar

Senior Seminar is an integrative, interdisciplinary general education requirement. Students will register for this one-hour general education course during either the fall or spring semester of their senior year.

Senior Comprehensive Examination

A candidate for a baccalaureate degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Associate of Arts Degree

An associate degree is an award that requires the completion of at least two academic years of college-level work or the equivalent in an academic or occupationally specific field of study and that meets institutional standards for satisfying the requirements for this degree level.

The associate of arts degree requires general education and major area courses along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields as well as preparation for matriculation to baccalaureate degree programs. An associate of arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The associate of arts in liberal arts is not to be taken with or awarded with any of the three baccalaureate degrees. The following requirements apply to the associate's degree:

- Minimum of 64 semester hours.
- The residency requirement for the awarding of a Taylor degree is fifty percent of the minimum degree hours.
- At least 22 of the last 30 hours in residence at Taylor University.
- Cumulative GPA of 2.00.
- The following general education courses: IAS 101, 110; ENG 110; CAS 110 or 120; PHP 100 and 200x (1 hour); BIB 110 and 210; COS 104 or 106; one social science or history course; HUM 230 or a literature course from ENG 230, 233,

240, or 250; one science or math course. The AA degree in liberal arts requires HUM 230, a literature course, one science course, and one math course in addition to the courses listed above.

- Demonstrate proficiency in writing, mathematics, and reading.
- Fulfill all major area requirements. (Refer to Business Administration, Early Childhood Education, Liberal Arts, Computing and Information Applications and Music for detailed listing.)
- This degree does not allow for more than one major area of study.

ACADEMIC PROGRAMS

Taylor University offers programs leading to the bachelor of arts degree, bachelor of science degree, bachelor of business administration degree, and associate of arts degree. Each student selects a major and meets the requirements for the chosen course of study. In addition, every student meets general education requirements and may select from electives to complete his or her studies. Two years of one foreign language are required of students pursuing the bachelor of arts degree program. The bachelor of arts degree may be combined with curriculum requirements in systems analysis. Most bachelor of science degree programs are only available when combined with curriculum requirements in systems analysis.

Departmental certificate programs are offered within specific baccalaureate programs. Each program is described within the program listings of the sponsoring department. These certificates are awarded by the sponsoring department and do not include a transcript entry.

Taylor University reserves the right to withdraw a course or a program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

Objectives Of The Academic Program

Taylor University's academic program

- requires students to demonstrate depth of learning in an academic major,
- structures the general education experience for the dissemination of the liberal arts heritage,
- fosters the capacity for making sensitive, value-oriented judgments,
- engages students and faculty in and encourages research,
- prepares students for conscientious and creative leadership in a technological world,
- establishes foundations for graduate study,
- shares intellectual expertise with the larger geographical, scholarly, and faith communities,
- anchors specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives,
- prepares students to meet external certification and licensing requirements, and
- provides preprofessional preparation.

General Education

All students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

ACADEMIC PROGRAMS

In seeking to integrate faith and learning in the Christian university environment, the general education program recognizes that all truth is God's truth in the special revelation of the inspired Scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This idea means that (1) faith is the foundation for our learning in the academic disciplines, and (2) the academic disciplines are important for informing our faith and transforming our world.

Christian worldview assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing nearly half of the baccalaureate programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

Critical Thinking: Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

Competent Communication: Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

Scientific Literacy: Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

Aesthetic Literacy: Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts, including a discerning awareness of the language and literature of diverse art forms.

Civic Mindedness: Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems and value participation in those structures and processes.

Responsible Stewardship: Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation and practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

Lifelong Learning: Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

General Education Requirements

No single general education course may meet two separate general education requirements (except CC, WR and SP).

Orientation

IAS 101	1	New Student Orientation

Spiritual Foundation

IAS 110	3	Foundations of Christian Thought
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
PHI 413	3	Contemporary Christian Belief
IAS 495	1	Senior Seminar

Stewardship of the Body

PHP 100	1	Fitness for Life

Select two of the following:

PHP 200x	1	PE Activity
PHP 200x	1	PE Activity
PHP 250	3	Elementary School Health & Physical Education

Speaking

Select one of the following:

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

Complete two additional designated speaking courses (SP)

Writing

ENG 110	3	Expository Writing

Complete two additional designated writing courses (WR)

Fine Arts
HUM 230 4 Art as Experience
Select one of the following:
HUM 250 1 Participation in the Arts
Music ensemble - 1
Music lesson (private or class) - 1

Computer Science
Select one of the following
COS 104 2 Computer & Information Concepts
or
COS 106 2 Computer & Information Concepts
MUS 151 3 Computers in Music (for music majors)
EDU 242 3 Microcomputers in Educational Settings (for elementary education majors)

Literature
Select one of the following:
ENG 230 3 World Literature
ENG 233 3 Literary London
ENG 240 3 American Literature
ENG 250 3 British Literature
CAT 200 3 Oral Interpretation of Literature

Science
Select two lab courses from two different areas. Must total at least 7 hours.
Area I - Life Science
BIO 100 5 General Biology
BIO 143 4 Human Biology
ENS 200 3 Environment and Society
Area II - Physical Science
PHY 120 4 Experiences in Physical Science
PHY 121 5 Survey of Physical Science
Area III - Earth Science
GEO 210 4 Physical Geography

History
Select one 3-5 hour HIS course.

Mathematics
Select one course from the following:

MAT 110	3	Finite Mathematics
MAT 120	3	Investigations in Mathematics
MAT 140	3	Fundamental Calculus for Applications
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
SOC 355	4	Applied Social Statistics

For elementary education majors only:

MAT 201	4	Mathematics for Elementary Teachers I
and		
MAT 202	4	Mathematics for Elementary Teachers II

Social Science
Select two courses from two different departments. At least one of which must be a civic engagement course.

(I) Civic Engagement

ECO 190	3	Issues in Economics
ECO 201	4	Principles of Microeconomics
JUS 100	3	Introduction to Criminal Justice
POS 100	3	American Politics
SOC 100	3	Introduction to Sociology
SOC 210	3	Contemporary Social Problems
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
SWK 320	3	Unleashing the Oppressed

(II) General Social Science Courses

GEO 220	4	Regional Geography
IAS 330	3	Human Relations in Organization
PSY 200	3	Introduction to Psychology
PSY 240	3	Child Psychology
PSY 250	4	Life Span Development
PSY 340	3	Adolescent Psychology
SOC 200	3	Cultural Anthropology

Cross Culture
Complete one designated cross culture course (CC)

Course Information

Lower-division courses, typically courses numbered at the 100 and 200 level, are introductory and foundational courses designed for freshmen and sophomore-level students. Upper-division courses, numbered at the 300 and 400 level, build upon higher knowledge and principles and usually require junior and senior-level students to demonstrate an advanced level of independence, writing ability, and critical

thinking skills in learning difficult content material within various academic disciplines.

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

The following courses are offered in many departments with descriptions for these courses being the same for all departments. Descriptions are provided here, but these courses carry department prefixes. Registration forms are available in the Registrar's Office or http://online. tayloru.edu/admin/registrar/forms.asp

170/370 1-4 hours
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major and meets general education requirements.

360 1-4 hours
Independent Study
An individualized, directed study involving a specified topic.

393 1-4 hours
Practicum
Supervised learning involving a first-hand field experience or a project. It is offered primarily during summer. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.

450 1-4 hours
Directed Research
Investigative learning involving closely directed research and the use of such facilities as the library or laboratory.

480 1-4 hours
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

490 1-2 hours
Honors
Individualized study or research of an advanced topic within a student's major. It is open to students with at least a 3.00 GPA in the major field.

ACADEMIC PROGRAMS

Academic Programs List

The listings and text that follows provides the details of the courses of study. Listed alphabetically by department and/or program, the material includes faculty names, major requirements, and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites that apply.

Associate of Arts Degree Majors

Business Administration
Computing and Information Applications
Early Childhood Education
Liberal Arts
Music

Baccalaureate Majors

Biblical Studies
Business Administration
Christian Ministries
Computer Information Systems
Counseling
Criminal Justice
Elementary Education
English Studies
Goal-Oriented
International Business
Intercultural Studies
Justice and Ministry
Law and Justice
Management
Marketing
Music
Pastoral Ministries
Professional Writing
Public Relations
Social Work
Youth Ministries

Baccalaureate Minors

Biblical Literature
Christian Education
Communication Studies
Computer Information Systems
Computer Networking
Criminal Justice
English
Intercultural Studies/Missions
Justice and Ministry
Law and Justice
Management
Marketing
Music
Music Ministries
Psychology
Public Relations
Sound and Recording
Spanish

Interdisciplinary Program

Systems Analysis

Art

Art Courses

ART 300 **3 hours**
Art for Teachers
Opportunities for the development of skills and learning experiences for use in the elementary classroom. Introduction to the components of Discipline Based Art Education through lecture, studio projects, and out of class assignments.

Biology

Biology Courses

BIO 100 **5 hours**
General Biology
Concepts, principles and the science of biology are studied to provide students with the basics of biology that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory lab per week. *Meets general education life science requirement.*

BIO 143 **4 hours**
Human Biology
An introduction to the structure and function of the human body. This course focuses on the anatomy and physiology of human cells, tissues, organs, organ systems, and on the whole organism. Practical health applications are also explored. *Meets general education life science requirement.*

Business and Computing Department

Business Programs

The programs offered in business prepare servant leaders to use business concepts and principles professionally and ethically wherever God calls them to serve and to minister the redemptive love of Jesus.

As an expression of Taylor's multi-dimensional education philosophy, the business division offers three baccalaureate majors in international business, management, and marketing. An associate of arts degree is offered in business administration. Minors are available in management, and marketing.

All business curriculum courses combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities and serve

as a solid groundwork for graduate studies. The relevance of Christian faith through current, real-world situations is emphasized in classes, field trips and expert Christian guest lecturers. Team development and business projects are available in selected business courses, and a practicum experience is required of all business division students. Development of communication skills, both written and oral, is emphasized. Many classes give attention to problem solving and quantitative analysis.

In the summer following a student's junior year, a practicum/internship (XXX 393) for four credit hours is required of all majors in the business division

Graduation requirements in the three majors include passing all core courses with grades of C- or better. Any core course with a grade below C- must be repeated before subsequent sequential courses can be taken. Other courses in the major (elective and cognate), with a grade below C- need not be repeated, but will not count toward the hours needed in the major. Seniors must pass a senior comprehensive examination in their major.

International Business Major

The bachelor of arts degree with a major in international business requires two years of one foreign language and 66-70 hours including:

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
MKT 231	3	Principles of Marketing
MKT 380	3	International Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
FIN 361	3	Corporate Finance
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
ECO 411	3	International Economics
ECO 442	3	Economic Development
ITB 375	3	International Business
ITB 393	4	Practicum

Select one of the following:

One semester abroad		
or		
ITB 381	3 or 4	International Business Study Tour
and		
ITB 393	4	Practicum
or		
ITB 381	3 or 4	International Business Study Tour

and

ITB 360	1-4	Independent Study

Electives

Select four courses from the following: (One course must be from Section I.)

Section I:

ITB 381	3 or 4	International Business Study Tour
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing

MKT 380 counts in the core or as an elective, but not in both.

Section II:

Any non-US history course

PHI 322	3	World Religions: Western Traditions
or		
PHI 323	3	World Religions: Eastern Traditions
GEO 210	4	Physical Geography
or		
GEO 220	4	Regional Geography
SOC 200	3	Cultural Anthropology
SOC 220	3	Ethnic and Minority Issues

Cognate Requirements:

Courses are required, but do not count in the major GPA. Must complete courses with a C- or better.

MAT 110	3	Finite Mathematics
MAT 210	4	Introductory Statistics
CAS 340	3	Intercultural Communication
COS 120	4	Introduction to Computer Science

International Business/Systems Major

The bachelor of science degree with a major in international business/systems consists of the 66-70 hours international business major, two years of one foreign language and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis

SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
or		
SYS 402	4	Modeling and Simulation
SYS 401	4	Operations Research
ITB 393	4	Practicum

Management Major

The bachelor of arts degree with a major in management requires two years of one foreign language and 51-53 hours including:

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 393	4	Practicum
FIN 361	3	Corporate Finance

Select one three-hour upper division (300/400 level) economics course.

Select three courses from three different areas:

International Business

ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour

Human Resource Management

HRM 362	3	Human Resources Management
HRM 462	3	Organizational Behavior & Development
HRM 475	3	Human Resources Issues & Certification

Management

MGT 420	3	Production and Operations Management
MGT 422	3	Small Business Management/Entrepreneurship
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management

Marketing

MKT 312	3	Professional Selling
MKT 313	3	Retailing
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing
MKT 410	3	Marketing Research
MKT 412	3	Advertising

MKT 460	3	Consumer Behavior

Cognate Requirements:
Courses are required, but do not count in the major GPA. Must complete courses with a C- or better.

MAT 110	3	Finite Mathematics
or		
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
COS 120	4	Introduction to Computer Science

Management/Systems Major

The bachelor of science degree with a major in management/systems requires 53 hours including:

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 393	4	Practicum
FIN 361	3	Corporate Finance

Select one three-hour upper division (300/400 level) economics course.

Select three courses from three different areas:

<u>International Business</u>

ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour

<u>Human Resource Management</u>

HRM 362	3	Human Resources Management
HRM 462	3	Organizational Behavior & Development
HRM 475	3	Human Resources Issues & Certification

<u>Management</u>

MGT 420	3	Production and Operations Management
MGT 422	3	Small Business Management/Entrepreneurship
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management

<u>Marketing</u>

MKT 312	3	Professional Selling
MKT 313	3	Retailing

MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing
MKT 410	3	Marketing Research
MKT 412	3	Advertising
MKT 460	3	Consumer Behavior

Cognate Requirements:
Courses are required, but do not count in the major GPA. Courses must complete with a C- or better.

MAT151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
COS 120	4	Introduction to Computer Science

Systems Requirements:
All systems curriculum courses must be completed with a C- or better.

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 401	4	Operations Research
MGT 393	4	Practicum

Management Minor

The management minor requires 22 hours including:

Core Requirements:

ACC 241	3	Accounting Principles
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
ECO 201	4	Principles of Microeconomics

Select two electives from:

HRM 362	3	Human Resources Management
MGT 420	3	Production and Operations Management
MGT 422	3	Small Business Management/Entrepreneurship
MGT 442	3	Business Ethics
MGT 452	3	Strategic Management

Marketing Major

The bachelor of arts degree with a major in marketing requires two years of one foreign language and 60-63 hours including:

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
MKT 231	3	Principles of Marketing
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing
MKT 393	4	Practicum
MKT 410	3	Marketing Research
MKT 460	3	Consumer Behavior
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
FIN 361	3	Corporate Finance

Select at least three courses from:

MKT 312	3	Professional Selling
MKT 313	3	Retailing
MKT 412	3	Advertising
ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour

Cognate Requirements:

Courses are required, but do not count in the major GPA. Courses must be completed with a C- or better.

MAT 110	3	Finite Mathematics
or		
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
COS 120	4	Introduction to Computer Science

Marketing/Systems Major

The bachelor of science degree with a major in marketing/systems requires 60-63 hours including:

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
MKT 231	3	Principles of Marketing
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing

MKT 393	4	Practicum
MT 410	3	Marketing Research
MKT 460	3	Consumer Behavior
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
FIN 361	3	Corporate Finance

Select at least three courses from:

MKT 312	3	Professional Selling
MKT 313	3	Retailing
MKT 412	3	Advertising
ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour

Cognate Requirements:
Courses are required, but do not count in the major GPA. Minimum grade of C- required.

MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
COS 120	4	Introduction to Computer Science

Systems requirements:
All systems curriculum courses must be completed with a C- or better.

MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MKT 345	3	Selected Topics in Marketing
MKT 393	4	Practicum
MKT 410	3	Marketing Research
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 401	4	Operations Research
COS 120	4	Introduction to Computer Science
COS 240	3	Business Applications Programming

Marketing Minor

The marketing minor requires 25 hours including:

MKT 231	3	Principles of Marketing
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing
MKT 460	3	Consumer Behavior

Select three electives from:

MKT 312	3	Professional Selling
MKT 313	3	Retailing
MKT 410	3	Marketing Research
MKT 412	3	Advertising

ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour

Course is required, but does not count in the minor GPA:

MAT 210	4	Introductory Statistics

Bachelor of Business Administration

The bachelor of business administration (BBA) is designed for the student with work experience who desires to complete a business degree. It is expected that students enrolled in the BBA program will already have significant business, organization, and service experience. This degree program will allow students to enhance their educational backgrounds through Saturday and evening formats, online education, intensive terms, and other flexible methods of course scheduling.

In order to receive the BBA students must complete 128 total hours, all general education requirements, 42 upper division hours, pass a comprehensive exam, and 58 hours in the major. Students may obtain a maximum of 30 hours of credit for prior learning assessment, 30 hours of distance learning credit, but the combined total is not to exceed 50 hours.

Core Requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 393	4	Practicum
FIN 361	3	Corporate Finance

Students may select four courses (12 hours) from one or more of the following areas to receive a concentration elective:

<u>International Business:</u>

ITB 375	3	International Business
ITB 381	3 or 4	International Business Study Tour
ECO 411	3	International Economics
ECO 442	3	Economic Development
MKT 380	3	International Marketing

<u>Management:</u>

ITB 381	3 or 4	International Business Study Tour
MGT 420	3	Production & Operations Management
MGT 422	3	Small Business Management/Entrepreneurship
MGT 442	3	Business Ethics

MGT 452	3	Strategic Management
HRM 362	3	Human Resources Management
HRM 462	3	Organizational Behavior & Development

Marketing:

ITB 381	3 or 4	International Business Study Tour
MKT 312	3	Professional Selling
MKT 313	3	Retailing
MKT 345	3	Selected Topics in Marketing
MKT 380	3	International Marketing
MKT 410	3	Marketing Research
MKT 412	3	Advertising
MKT 460	3	Consumer Behavior

Select additional elective courses to total 58 hours.

Associate of Arts in Business Administration

An associate of arts degree in business administration is offered for students who want to prepare themselves for entry-level positions in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. This degree includes:

General Education Requirements:

IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
ENG 110	3	Expository Writing
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
CAS 110	3	Public Speaking
or		
CAS 120	3	Interpersonal Communication

Select one of the following:

HUM 230	4	Art as Experience
ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature

Core requirements:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law
MGT 352	3	Management Analysis & Practice
ECO 201	4	Principles of Microeconomics
ECO 202	3	Principles of Macroeconomics

MAT 110	3	Finite Mathematics
or		
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
SYS 200	3	Basic Systems
COS 104	2	Computing and Information Concepts
or		
COS 106	2	Computing and Information Concepts

Select enough electives to total at least 64 hours.

Recommended electives include:

PHY 120	4	Experiences in Physical Science
POS 100	3	American Politics
MGT 333	3	Business and Technical Writing
PSY 200	3	Introduction to Psychology

For those students planning to proceed to a baccalaureate degree, MAT 110 will not meet the systems requirement for the baccalaureate degree.

Master of Business Administration

The Master of Business Administration program, located on the Taylor University Fort Wayne campus, focuses on timely, enterprise-level decisions by emphasizing faith-based leadership, global business issues, business development and creativity, and management strategy. Students will benefit from a flexible, executive MBA format and schedule. See www.tayloru.edu/mba.

Accounting Courses

ACC 241 **3 hours**
Accounting Principles I
An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. *Offered fall semesters and January interterm.*

ACC 242 **3 hours**
Accounting Principles II
A continuation of ACC 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. *Prerequisite: ACC 241. Offered spring semesters.*

ACC 360 **1-4 hours**
Independent Study
(This course includes the opportunity to prepare for the uniform CPA examination.)

Economics Courses

ECO 190 **3 hours**
Issues in Economics
Fundamental economic concepts are studied and applied to current issues such as unemployment, inflation, economic growth, monopoly, pollution, poverty, crime, health care costs, consumer credit, the federal budget surplus or deficit, and foreign debt. *Not for accounting, economic, management, marketing, or international business majors. Meets general education civic engagement or general social science requirement. Offered spring semesters.*

ECO 201 **4 hours**
Principles of Microeconomics
An introduction to microeconomics emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. *Meets general education civic engagement or general social science requirement. Prerequisite: MAT 110 or 120 or 140 or 151 or 210 or 201 and 202 or SOC 355.*

ECO 202 **3 hours**
Principles of Macroeconomics
An introduction to macroeconomics emphasizing how the U.S. economy works. Topics studied include the factors determining the size of the national economy, inflation and unemployment, and fiscal and monetary policies. *Prerequisite: ECO 201.*

Note: The following upper-level economics courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.

ECO 411 **3 hours**
International Economics
The economics of international trade and finance are studied from the U.S. perspective. The economic effects of international trade and trade restrictions and the causes and effects of changes in foreign exchange rates and the balance of payments are analyzed. *Prerequisites: ECO 201, 202.*

ECO 442 **3 hours**
Economic Development
A study of the principles of economic growth of lesser-developed countries (LDCs). Historical development patterns of more developed countries and various theories of economic growth are considered for their relevance to LDCs. Policies encouraging growth are discussed. The problems of transforming former socialistic economies

into free market economies are discussed. Each student does a major research project on one particular LDC. *Prerequisites: ECO 202.*

Finance Courses

FIN 361 **3 hours**
Corporate Finance
A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. *Prerequisite: ACC 242.*

Human Resources Management Courses

HRM 170 **1-4 hours**
Selected Topics

HRM 360 **1-4 hours**
Independent Study

HRM 362 **3 hours**
Human Resources Management
A study of the role and functions of the human resource department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships. *Prerequisite: MGT 352.*

Note: The following upper-level human resource courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.

HRM 370 **1-4 hours**
Selected Topics

HRM 462 **3 hours**
Organizational Behavior and Development
Organizational behavior is the study and application of knowledge about how and why people, as individuals and as groups, act within organizations. Organizational development is the systematic application of behavioral science knowledge at various levels - group, intergroup, and total organization - to bring about planned change. The goal is to describe, understand, predict, develop, and (to some degree) control human activity at work. This course will prompt the student to develop a cognitive framework for understanding organizational behavior combined with an integration of the Christian faith. Students develop a capacity to analyze

organizational behavior situations critically and to give thoughtful answers to situations and case studies. *Prerequisite: MGT 352.*

HRM 475 **3 hours**
Human Resource Issues and Certification
In-depth study of current human resource issues including conflict resolution, labor relations and HRM laws. Students will take HRM certification examination. *Prerequisites: HRM 362, 462.*

International Business Courses

ITB 375 **3 hours**
International Business
An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. *Prerequisite: MKT 231.*

ITB 381 **3 or 4 hours**
International Business Study Tour
A study tour of selected international locations to focus on regional trade, economics, and business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. *Prerequisites: MKT 231,one semester of ECO, sophomore standing within a business division major/minor. Offered January interterm and selected summers.*

ITB 393 **4 hours**
Practicum

Management Courses

MGT 170 **1-4 hours**
Selected Topics

MGT 311 **3 hours**
Business Law
An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. *Junior status preferred.*

MGT 333 **3 hours**
Business and Technical Writing
See ENG 333.

MGT 352 **3 hours**
Management Analysis and Practice
A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Management principles are learned in the context of a work team developing and administering a business project. This course emphasizes business presentations and written reports. Current, real-life situations are emphasized. *Prerequisites: Junior status. Offered fall semesters.*

MGT 360 **1-4 hours**
Independent Study

MGT 370 **1-4 hours**
Selected Topics

MGT 393 **4 hours**
Practicum

Note: The following upper-level management courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.

MGT 411 **3 hours**
Advanced Business Law
A course providing an in-depth examination of specialized areas of business law that are of significant importance for CPA candidates, those entering the banking and corporate environment, and those planning to attend law school. Topics include sales, commercial paper, secured transactions, bankruptcy, and environment and product liability. *Prerequisite: MGT 311.*

MGT 420 **3 hours**
Production and Operations Management
A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. *Prerequisites: MAT 110/151, 210, MGT 352.*

MGT 422 **3 hours**
Small Business Management/Entrepreneurship
Application of management principles (general, strategic and operational) to small businesses is studied. Course requirements include development of a product or service and a comprehensive business plan. Elements of starting a business are emphasized. *Prerequisite: ACC 242.*

MGT 442 **3 hours**
Business Ethics
A course designed to analyze the ethical dilemmas described in case studies of managers in private and corporate businesses. Studies include philosophical foundations for Christian ethical model applications and the development of ethical dilemma resolution. Particular business ethics issues are studied that are realistic and relevant to many business professions.

MGT 452 **3 hours**
Strategic Management
An advanced course dealing with integrative issues in management, encompassing long-range and short-term objectives, planned and pursued in breadth and depth in an ever-changing environment. *Prerequisites: ECO 201, ACC 241, MGT 352. Offered spring semesters.*

Marketing Courses

MKT 170 **1-4 hours**
Selected Topics

MKT 231 **3 hours**
Principles of Marketing
A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

MKT 312 **3 hours**
Professional Selling
A study of the discipline of the sales professional including both sales strategies and sales management. Primary emphasis is given to business and industry sales applications. Topics include sales training, sales preparation, prospecting methods, types of presentations, handling buyer questions, closing methods, postsales service, and sales management. Course applications include the development and presentation of actual sales demonstrations in class. *Prerequisite: MKT 231. Offered spring semesters.*

MKT 313 **3 hours**
Retailing
A study of the creative and challenging field of retailing, ranging from the independent retail establishments to large retail chain organizations. All types of retail firms are examined including department stores, specialty shops, discount retailers, service organizations, and nonstore shopping. Topics include franchising,

consumer behavior, site selection, store layout and design, promotion, merchandise planning and buying, pricing, personnel management, and retail careers. *Prerequisite: MKT 231. Offered alternate spring semesters of odd years.*

MKT 345 3 hours
Selected Topics in Marketing
A study of selected topics, strategies, or problems facing the marketing decision-maker today. Particular emphasis is given to the critical success factors of leading marketing organizations. Examples of course applications include business development strategies, marketing organization, marketing for nonprofit organizations, creativity in marketing, fashion merchandising, strategic alliance partnerships, advanced marketing research, new product management, services marketing, and power retailing strategies. *Offered periodically. Prerequisite: MKT 231 or permission of instructor.*

MKT 360 1-4 hours
Independent Study

MKT 370 1-4 hours
Selected Topics

MKT 380 3 hours
International Marketing
A study of the factors involved in marketing products and services in other countries. Major geopolitical regions are analyzed and evaluated through practical assignments. Topics include market segmentation analysis, culture, language, values, finance, transportation and distribution networks, international pricing strategies, political structures, exporting organization, promotion, and selling practices. Selected research projects and strategic plans provide students with practical applications of key marketing skills. *Prerequisite: MKT 231. Offered spring semesters of even years.*

MKT 393 4 hours
Practicum

MKT 410 3 hours
Marketing Research
A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis, and report presentation are covered in both theory and application. *Prerequisites: MKT 231, MAT 210. Offered fall semesters.*

MKT 412 3 hours
Advertising

A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using various media. *Prerequisite: MKT 231. Offered spring semesters of odd years.*

MKT 460 3 hours
Consumer Behavior
A course, which examines such fundamental areas as consumer decision-making, processes, information processing, external and internal influences, and business effects on consumer purchase/choice patterns. An analysis of the psychological, social, and economic influences on consumption. *Prerequisite: MKT 231. Offered spring semester of even years.*

Computing And System Sciences

The purpose of the computing and system sciences program is to assist in the education of men and women so that upon graduation they are committed Christians, eager to serve Christ, conversant with all areas of knowledge included within the liberal arts, well-trained and experienced in computer information systems and systems analysis, and highly motivated to contribute to society.

Computer Information Systems Major

The bachelor of arts degree with a major in computer information systems requires the completion of two years of one foreign language and 53 hours including:

Core Requirements:

COS 106	2	Computing and Information Concepts
COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
COS 250	4	Data Structures
CIS 311	1	Computer Ethics and Security
CIS 341	3	Database Design and SQL Programming
CIS 364	3	Web Application Development
CIS 393	4	Practicum
CIS 440	3	Computer Architecture
CIS 460	3	Computer Networking
CIS 493	3	Computer Information Systems Senior Capstone
MAT 210	4	Introductory Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
MGT 352	3	Management Analysis & Practice

Enrollment in this major is limited to qualified students at the time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing. Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination.

Computer Information Systems/Systems Major

The bachelor of science degree with a major in computer information systems/systems consists of the 53-hour major requirement and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

Systems Requirements:

IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I
MAT 382	3	Advanced Statistics
SYS 401	4	Operations Research

Enrollment in this major is limited to qualified students at time of application. Majors must have a 2.20 cumulative GPA by the time they reach sophomore status, a 2.30 by the time they become juniors, and a 2.40 when they obtain senior standing. Majors are required to pass a comprehensive examination during their senior year. This examination consists of two parts: a programming project and an oral examination.

Computer Information Systems Minor

The computer information systems minor requires 24-25 hours including:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
CIS 311	1	Computer Ethics and Security
CIS 341	3	Database Design and SQL Programming
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design

Computer Networking Minor

The computer networking minor requires 24-25 hours including:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming

or		
COS 250	4	Data Structures
CIS 311	1	Computer Ethics and Security
CIS 364	3	Web Application Development
CIS 440	3	Computer Architecture
CIS 460	3	Computer Networking
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 392	1	Systems Seminar

Systems

The purpose of the systems curriculum, combined with the courses in his/her major and the general education curriculum, is to prepare a student to acquire the knowledge and skills of a systems analyst. A systems analyst attempts to help an organization solve a problem, take advantage of an opportunity, or follow a directive coming from upper management, ownership, or the government in an effective and efficient manner. Analysts play a significant role in organizational development and operation of systems. In order to do so, they assist and frequently lead the effort to plan, analyze, design, implement, and support the systems and improvements to them.

Systems analysts are required to know about information technology and its uses, how and why the organization functions, and the environment in which the organization carries out its mission. Analysts must also possess skills that allow them to speak and write effectively, work with others in projects, and be able to solve problems both in an individual and group setting.

Systems may be combined with any baccalaureate major. Graduates have used what they have learned in systems in a variety of arenas, including those work-related and those of further formal education. For example, computer information systems graduates have designed computer-related solutions to take advantage of the interconnectedness of businesses that the Internet allows; business administration graduates have analyzed companies for their roles in the global business environment to determine if investment in them is wise for their clients; and accounting graduates have assisted organizations and individuals in making intelligent, systematic decisions regarding federal, state, and local taxes. Others have used their systems knowledge in their endeavors in graduate school. For example, psychology graduates have used what they learned in advanced statistics to conduct their graduate statistical studies regarding human behavior; chemistry and physics majors have designed research projects more efficiently; and mathematics majors have applied their knowledge in studies of actuarial science.

Students choosing a career in systems analysis may combine any baccalaureate major with the systems analysis curriculum. All systems curriculum courses must be completed with a grade of C- or better. The systems curriculum requirements are:

Systems Requirements:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 401	4	Operations Research
SYS 393	3-4	Practicum

Associate of Arts Degree in Computing and Information Applications

An associate of arts degree with a major in computing and information applications requires a minimum of 64 hours and includes:

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
CAS 110	3	Public Speaking
or		
CAS 120	3	Interpersonal Communication
or		
CAS 201	3	Corporate Communication
COS 104	2	Computing and Information Concepts
or		
COS 106	2	Computing and Information Concepts
ENG 110	3	Expository Writing
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
MAT 110	3	Finite Mathematics
COS 120	4	Introduction to Computer Science
COS 250	4	Data Structures
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
COS 240	3	Business Application Programming
or		
CAM 332	3	Desktop Publishing

Select one of the following:

HUM 230	4	Art as Experience

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature

Select one of the following 12-hour concentration areas:

Business:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
MKT 231	3	Principles of Marketing
MGT 311	3	Business Law

Criminal Justice:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing

Select six hours of criminal justice electives. Electives must be approved by both the computing and system sciences and justice studies departments.

For those students planning to proceed to a baccalaureate degree, MAT 110 will not meet the systems requirement for the baccalaureate degree.

Applied Certification Program

The Applied Certification Program provides an opportunity to gain valuable technical skills through certifications offered by technology vendors such as Microsoft and Cisco while earning elective credits toward graduation. Students pursue industry-recognized certifications under the guidance of a faculty advisor and in the context of co-requisite courses in Taylor's Computer Information Systems (CIS) curriculum. Areas of certification that may be pursued include networking, programming, database, system engineering, and system administration. Students plan and manage their progress through the certification process in accordance with flexible completion time requirements. Students are required to demonstrate learned skills through hands-on assessments.

Computer Science Courses

COS 104 2 hours
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future course work directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, data storage technologies, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. Credit may not be earned in both COS 104 and COS 106. Two hours of lecture and one hour of lab. *Meets general education requirement.*

COS 106 **2 hours**
Computing and Information Concepts
An introduction to computing issues and information technology designed to provide a foundation for future course work directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, data storage technologies, local and network information access, advanced spreadsheets, and ethical issues. The course is designed for those with significant previous computer experience. Credit may not be earned in both COS 104 and COS 106. Two hours of lecture and one hour of lab. *Meets general education requirement.*

COS 120 **4 hours**
Introduction to Computer Science
Problem solving and computer programming are stressed. Algorithms for text processing, information retrieval, mathematical manipulation, sorting, file handling, and introductory data structures are presented. Good algorithm design, style, program structure, documentation, code reading, and introductory software engineering techniques are emphasized. Three hours of lecture and two hours lab hours per week. *Prerequisite: COS 106. Does not count as a general education requirement.*

COS 240 **3 hours**
Business Application Programming
The file types and data structures typically found in business information systems are investigated. Students are given the opportunity to implement various solutions using object-oriented concepts in business application programming exercises. Maintenance is stressed. Most commonly used features of the Visual Basic language along with GUI capabilities are presented and practiced. *Prerequisite: COS 120.*

COS 250 **4 hours**
Data Structures
Sorting algorithms and computational complexity are introduced. Data structures such as linked lists, stacks, queues, and trees are studied. An object-oriented programming approach is taught. The Java language is used with the Linux operating system. Three hours of lecture and two hours of lab per week. *Prerequisite: COS 120.*

Computer Information Systems Courses

CIS 311 **1 hours**
Computer Ethics and Security
A study of the ethical implications of computers in society and the role of Christians as computer professionals. Several of the major ethical issues in the field such as privacy, piracy, liability, and computer security are explored. The ethical concerns

of computer science and systems analysis and their relationship to one's faith are an integral part of this course.

CIS 341 **3 hours**
Database Design and SQL Programming
The design of database structures is investigated. Students create logical designs of relational structures and verify design stability through normalization methods. Physical database design concepts are introduced including data distribution, physical storage design, indexing, stored procedures, and database triggers. Skills are developed in SQL programming and tuning, including interaction with SQL optimizers through explain plan utilities. Popular database management systems are used. Other topics include data warehousing and decision support. *Prerequisite: COS 250.*

CIS 360 **1-4 hours**
Independent Study

CIS 364 **3 hours**
Web Application Development
Design and implementation of web-based software applications are studied. Topics include client/server architectures, web servers, client-side programming, server-side programming, database access, and GUI design. Languages and tools used include XHTML, JavaScript, XML, VBScript, ASP, Perl, and PHP. Includes project orientation that may include development work on "live" projects. *Prerequisite: COS 250.*

CIS 370 **1-4 hours**
Selected Topics

CIS 393 **4 hours**
Practicum
Grade only.

CIS 440 **3 hours**
Computer Architecture
An introduction to the hardware and architectural models of the modern computer system, along with basic communications issues relating to hardware and telecommunications infrastructure. Topics include processor structures and organization, memory systems, I/O, peripherals, data interfaces, and telecommunications protocols. *Prerequisite: COS 250.*

CIS 450 **1-4 hours**
Directed Research

CIS 460 **3 hours**
Computer Networking
A study of computer networking methods and protocols in use today. Fundamental concepts of network types, protocols, transmission media, and basic network components are studied. Practical applications of networking concepts, network operating systems, and network management are demonstrated through lab projects and configuration of basic computer networks. *Prerequisite: CIS 440.*

CIS 490 **1-2 hours**
Honors

CIS 493 **3 hours**
Computer Information Systems Senior Capstone
This course is designed to exercise each senior's technical analysis, design, and development skills and showcase their documentation and presentation skills. Two weeks are devoted to completing a project for a specific Christian mission organization. One week is spent in an in-depth study of technology applied to Christian missions. A field trip to observe and interact with mission organizations may be included as well as implementation of part or all of the project. One week focuses on course review of previous relevant CIS, COS, SYS, and IAS courses culminating in an oral examination.

Systems Courses

SYS 200 **3 hours**
Basic Systems
An introduction to systems concepts and the basic tools of systems analysis and design. Topics include the system development life cycle, decision-making, project planning and control, philosophical foundations, and selected applications of systems techniques in the student's major, including cost benefit analysis.

SYS 310 **3 hours**
E-Commerce
This course examines the development of and future prospects for electronic commerce. It focuses on the use of electronic transmissions to engage in exchange of products and services. Students will consider the emerging changes in business brought on by e-commerce. They will explore the dynamics of technical innovation as well as the organizational and societal consequences of moving commerce electronically. They will also evaluate the operations of a variety of web-based businesses. Guest speakers from industry will lecture regarding the technical, economic, and political/regulatory aspects of e-commerce. *Prerequisites: SYS 200, COS 120 and 240 or 250.*

SYS 360 **1-4 hours**
Independent Study

SYS 370 **1-4 hours**
Selected Topics

SYS 390 **3 hours**
Information Systems Analysis
Development of knowledge and skills needed to conduct the planning and analysis phases of the software development life cycle. Information gathering, data and process modeling, and specification of system requirements using a business event methodology are emphasized along with project management techniques. A corporate-like project is begun in this course and completed in SYS 394. *Prerequisites: COS 120 and SYS 200.*

SYS 392 **1 hour**
Systems Seminar
The integration of systems topics with an emphasis on current development in many disciplines. Guest, faculty, and student presentations plus occasional panel discussions provide the format. May be taken twice. *Prerequisite: SYS 200.*

SYS 394 **3 hours**
Information Systems Design
This course explores how to construct an information system to best satisfy the documented requirements. All required inputs, software programs, outputs, and files as well as manual procedures are designed using a business event methodology. Internal and external system controls are defined to assure system reliability. Management and end-user involvement and design documentation are emphasized. The project begun in SYS 390 is designed and implemented using a three-tier client/server architecture. *Prerequisite: SYS 390.*

SYS 401 **4 hours**
Operations Research
Examination of mathematical techniques used in systems analysis including mathematical programming, probability models, optimization, and statistical techniques with an emphasis on applications using computer assisted instruction. *Prerequisites: The following courses (or their approved substitutes) must have been completed with a grade of C- or better: SYS 200; COS 120, 240 or 250; MAT 151, 210, 382.*

Christian Ministries Department

Biblical and theological studies constitute a foundational part of a Christian liberal arts education. The Christian faith is considered to be worthy of study in itself as well as relevant to all areas of human knowledge. For that reason, Taylor University includes within its prescribed general education curriculum four courses that introduce the student to biblical studies in the Old and New Testaments and historic and contemporary Christian belief. In addition to the academic aspect of faith development, Taylor University, Fort Wayne also recognizes the significance of

one's spiritual formation as part of their whole-person development. The Christian Ministries department also offers elective courses for students pursuing majors in other fields.

For students who are interested in preparing for vocational ministry, the Christian ministries department offers studies leading to degrees in six related disciplines- Biblical Studies, Christian Education, Intercultural Studies, Pastoral Ministries, Counseling, and Youth Ministries. The curriculum is designed to give the student a foundational understanding of the Bible and Christian theology, knowledge and skills required for serving in a church or parachurch setting, and academic preparation for graduate studies.

Departmental Core Requirement

Students in the Christian Ministries department must complete a departmental core of 20 hours in addition to the 21-47 hours of required courses. The departmental core emphasizes those areas that are germane to all ministries and includes the following courses:

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism and Discipleship
CMI 262	3	Spiritual Formation
CMI 451	2	Senior Research *
PHI 262	3	Contemporary Issues *

* majors in Counseling have other courses to substitute for these core classes.

Biblical Studies Major

The Biblical Studies major is designed for students who desire a working knowledge of the Scriptures. Combined with studies in biblical languages, this major provides foundational preparation for those who plan to teach the Bible, enter graduate school, or serve in the church.

The bachelor of arts degree with a major in biblical studies requires two years of Greek (14 hours) and 41 hours in the major. The 41-hour major consists of a 20-hour Christian ministries core and an additional 21 hours including:

BIB 320	3	Pentateuch
BIB 330	3	Acts and the Early Church
BIB 341	3	The Gospels

Select 12 hours of BIB electives.

Christian Ministries/Christian Education Concentration Major

Designed to prepare students to carry out the biblical mandate to "make disciples," the degree in Christian Ministries with a concentration in Christian Education prepares students to step into ministry settings prepared to plan and carry-out disciple-making ministries for students of all age levels.

The bachelor of arts degree with a major in Christian Ministries and a concentration in Christian Education requires two years of one foreign language and 44 hours in the major. The 44-hour major consists of a 20-hour Christian ministries core and an additional 24 hours including:

CED 235	3	History & Philosophy of Christian Education
CED 351	3	Teaching and Learning Strategies
CED 352	3	Program and Curriculum Development
CED 371	3	Leadership Development
CED 393	2	Christian Education Practicum
PSY 250	4	Life Span Development

Select six hours of BIB elective hours.

Intercultural Studies Major

The major in Intercultural Studies is designed to provide the foundation for understanding the thinking, practices, and development of minority and non-Western cultures; and it provides a base for ministry among various ethnic cultures.

The bachelor of arts degree with a major in intercultural studies requires two years of one foreign language and 52 hours in the major. The major consists of a 20-hour Christian ministries core and a 14-hour intercultural core including:

BIB 330	3	Acts and the Early Church
CAS 340	3	Intercultural Communication
CMI 393	2	Practicum
SOC 200	3	Cultural Anthropology

Select one three-hour BIB elective

Select 18 hours in one of the two concentration areas:

Cross Cultural Studies:

GEO 220	4	Regional Geography
PHI 322	3	World Religions: Western Traditions
or		
PHI 323	3	World Religions: Eastern Traditions
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation & Strategy for Christian World Mission
REL 432	2	World Mission Area Studies

Select one three-hour BIB elective.

Urban Studies:

CED 37	3	Leadership Development
SOC 210	3	Contemporary Social Problems
SOC 220	3	Ethnic and Minority Issues
UMI 200	3	Introduction to Urban Ministry
UMI 362	3	Urban Systems and Structures
UMI 380	3	Theology of the City

Pastoral Ministries Major

This program is designed for those who plan to enter the pastorate, and serve within a local church setting. Whether as a traditional or non-traditional student, the curriculum and the required field experiences will provide the student with a balance between knowledge and practice.

The bachelor of arts degree in Pastoral Ministries requires two years of one foreign language and 51 hours in the major and is designed for the student planning to enter pastoral ministry. The 51-hour major consists of a 20-hour Christian ministries core and an additional 31 hours including:

PMI 111	3	Christian Worship
PMI 241	3	Pastoral Theology I
PMI 252	3	Pastoral Theology II
PMI 361	3	Introduction to Preaching
PMI 372	3	Variety in Preaching
PMI 393	4	Practicum
CED 371	3	Leadership Development

Select nine hours of BIB electives.

The bachelor of science degree in Pastoral Ministries requires 69 hours and is designed primarily for the nontraditional student planning to enter pastoral ministry. The 69-hour major consists of the 20-hour departmental core and an additional 49 hours including:

PMI 111	3	Christian Worship
PMI 231	3	Pastoral Tools
PMI 241	3	Pastoral Theology I
PMI 252	3	Pastoral Theology II
PMI 361	3	Introduction to Preaching
PMI 372	3	Variety in Preaching
PMI 393	4	Practicum
CED 371	3	Leadership Development

Select nine BIB elective hours

Select 15 hours of approved electives in CMI or a related field as a cognate area.

Cognate Requirements: Courses are required, but do not count in the major GPA. Courses must be completed with a grade of C- or better.

Counseling Major

As a new program, Counseling will be transitioned in over the next three academic years. The full curriculum will be available by 2006-2007.

The Counseling major is designed to prepare students for immediate employment in the counseling-related field and to prepare students for entry into counseling-related graduate programs. *It should be understood however that an undergraduate degree in counseling does not qualify one for professional licensure nor for any independent practice.* The program will offer a distinctively biblical integration of Christian ministry, counseling, and psychology.

The bachelor of science degree with a major in Counseling requires 62 hours of courses in three core areas. Students have the option of completing a bachelor of arts degree in counseling by completing two years of one foreign language in addition to the following requirements.

Christian Ministries Core: (15 hrs)

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism & Discipleship
CMI 262	3	Spiritual Formation

Psychology Core: (26 hrs)

PSY 200	3	Introduction to Psychology
PSY 210	2	Ethics in Psychology
PSY 250	4	Life Span Development
PSY 300	4	Abnormal Psychology
PSY 422	3	Psychological Testing
JUS 353	4	Social Research Methods
PSY 393	3	Practicum
PSY 393	3	Practicum

Counseling Core (22 hrs)

CSG 210	3	Discipleship Counseling
CSG 300	3	Theories of Counseling
CSG 310	3	Counseling Skills and Techniques
CSG 400	3	Marriage and Family Counseling
CSG 420	2	Addictions Counseling
CSG 440	2	Crisis Counseling
CSG 450	2	Group Dynamics
SWK 380	3	Understanding Death and Dying

Youth Ministries Major

The degree in Youth Ministries is planned to equip those who have a desire to work with teens either in a church or parachurch setting.

A bachelor of arts degree with a major in Youth Ministries requires two years of one foreign language and 53 hours in the major. The 53-hour major consists of a 20-hour Christian ministries core and 33 additional hours including:

YMI 200	3	Ministry to Youth
YMI 210	3	Philosophy of Youth Ministry
YMI 220	3	Recreational Ministry
YMI 310	3	Contemporary Youth Culture
YMI 320	3	Youth Guidance
YMI 393	2	Practicum
CED 352	3	Program and Curriculum Development
PSY 250	4	Life Span Development
PSY 340	3	Adolescent Psychology

Select six hours of BIB electives.

Christian Ministry Minors

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Christian ministry minors are especially helpful to pre-seminary students majoring in other departments. Minors are offered in biblical literature, and Christian education, intercultural studies/missions and Psychology.

Biblical Literature Minor

A minor in biblical literature requires 15 hours of credit beyond the general education required courses of BIB 110 and 210.

BIB 320	3	Pentateuch
BIB 330	3	Acts and the Early Church

Select six hours of BIB electives

Select one additional BIB, CED, or REL course (excluding REL 313)

Christian Education Minor

A minor in Christian Education consists of 18 credit hours including:

CMI 100	3	Introduction to Ministry
CMI 262	3	Spiritual Formation
CED 351	3	Teaching and Learning Strategies

CED 352	3	Program and Curriculum Development
CED 371	3	Leadership Development
BIB 272	3	Inductive Study of the Bible

Two semesters of involvement in an approved ministry are also required to fulfill the field ministry competency for the minor.

Intercultural Studies/Missions Minor

A minor in intercultural studies/missions prepares students for effective and committed service in cross-cultural ministry or missions mobilization. This minor is available to students in any baccalaureate major program. Students are required to complete 20 hours including:

BIB 330	3	Acts and the Early Church
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
PHI 322	3	World Religions: Western Tradition
or		
PHI 323	3	World Religions: Eastern Traditions
SOC 200	3	Cultural Anthropology

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the program director. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. This course must be approved by the program director. Previous selections have included courses in mass communication/ journalism, environmental science, biblical literature, linguistics, or history and geography of a particular region.

Psychology Minor

A minor in Psychology requires 18 hours including:

PSY 200	3	Introduction to Psychology

And 15 additional hours in psychology.

Students may take either PSY 240 or PSY 250 as an elective in the minor, but both will not count.

Certificate in Missions

The Christian Ministries department awards a certificate in missions to students in any baccalaureate major program. Students are required to complete 14 hours including:

REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
PHI 322	3	World Religions: Western Traditions
or		
PHI 323	3	World Religions: Eastern Traditions

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the department chair. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. This course must be approved by the department chair. Students desiring to work for the missions certificate must complete an application, which is available through the department. The student will be responsible for demonstrating his or her completion of the certificate requirements by submitting a completed application along with a copy of his or her transcript to the department chair no less than thirty days prior to graduation. Work in progress will be accepted. This certificate is awarded by the department and does not include a transcript entry.

Christian Ministries Curriculum Descriptions

In addition to the courses listed below, the Christian Ministries department uses the university designations for special courses. These courses are described elsewhere in the catalog and include the listing numbers of 170, 370, 360, 480, and 490. The appropriate departmental prefix can be selected from the areas listed below.

Biblical Languages Courses

GRK 201 **4 hours**
Elementary New Testament Greek
A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English.

GRK 202 **4 hours**
Elementary New Testament Greek
A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle is translated during the last half of the spring semester. *Prerequisite: GRK 201.*

GRK 301 **3 hours**
Greek Grammar and Syntax
An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. *Prerequisite: GRK 202.*

GRK 302 **3 hours**
Exegesis of the Greek New Testament
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. *Prerequisite: GRK 301.*

HEB 181 **2 hours**
Introduction to Old Testament Hebrew I
A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms and pointing with translation from Hebrew into English and English into pointed Hebrew.

HEB 182 **2 hours**
Introduction to Old Testament Hebrew II
A continuation of the study of fundamental principles of Old Testament Hebrew. Toward the end of the semester, brief portions from Genesis, I Samuel and I Kings will be translated, along with Psalm 23 and part of Isaiah 5.

Biblical Literature Courses

BIB 110 **3 hours**
Biblical Literature I
A course that has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. *Meets general education requirement.*

BIB 210 **3 hours**
Biblical Literature II
A course that includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. *Meets general education requirement Prerequisite: BIB 110/310.*

BIB 272 **3 hours**
Inductive Study of the Bible
Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings. *Prerequisites: BIB 110/310 and 210.*

BIB 310 **3 hours**
Biblical Literature I
A course that has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. *Meets general education requirement.*

BIB 320 **3 hours**
Pentateuch
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered. *Prerequisite: BIB 110/310.*

BIB 330 **3 hours**
Acts and the Early Church
An historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world. *Prerequisite: BIB 210.*

BIB 331 **3 hours**
Pauline Epistles
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. *Prerequisite: BIB 210.*

BIB 332 **3 hours**
Hebrews and General Epistles
A study of the non-Pauline epistles with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated. *Prerequisite: BIB 210.*

BIB 340 **3 hours**
Hebrew Prophets
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings that are pertinent to modern times. *Prerequisite: BIB 110/310.*

BIB 341 **3 hours**
The Gospels
Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is

on the words and works of Jesus Christ and their significance for Christians today. *Prerequisite: BIB 210.*

BIB 350 **3 hours**
Poetic and Wisdom Literature
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon. *Prerequisite: BIB 110/310.*

BIB 420 **3 hours**
Apocalyptic Literature of the Bible
Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation. *Prerequisites: BIB 110/310 and 210.*

BIB 451 **3 hours**
Historical Geography of Bible Lands
A study of the history and geography of Bible lands covering both Old and New Testaments. Special emphasis is given to the geography of Palestine through the use of visual media. *Prerequisite: BIB 110/310.*

BIB 462 **3 hours**
Biblical Theology
A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny. *Prerequisite: BIB 272.*

Christian Education Courses

CED 235 **3 hours**
History and Philosophy of Christian Education
A course designed to provide the student with an understanding of the major eras of the historical development of Christian education and the predominant philosophies that resulted.

CED 351 **3 hours**
Teaching and Learning Strategies
A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required.

CED 352 **3 hours**
Program and Curriculum Development
A course that focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills.

CED 371 **3 hours**
Leadership Development
A course designed to facilitate the development of students' skills in leadership, organization, and management related to specific ministry situations.

CED 393 **2-4 hours**
Christian Education Practicum
A practical supervised involvement in ministry, preferably after a student's junior year.

Christian Ministry Courses

CMI 100 **3 hours**
Introduction to Ministry
A course that focuses on the purpose, scope, and principles of Christian ministry and the types of ministries available to majors.

CMI 122 **3 hours**
Principles of Evangelism and Discipleship
A study of the basic principles of biblical evangelism and discipleship. Special attention is given to lifestyle evangelism and the development of discipling programs within the local church.

CMI 262 **3 hours**
Spiritual Formation
A course designed to assist students in their personal life through an exploration of the spiritual disciplines and an integration of truth into life.

CMI 393 **1-4 hours**
Practicum
A practical supervised involvement in ministry, preferably after a student's junior year.

CMI 451 **2 hours**
Senior Research
This is a culminating course demonstrating the student's ability to conduct research, analyze data, and present his or her findings on a selected topic. The student will work with a faculty advisor in the selection and development of a topic, and will provide a major paper as well as an oral defense before faculty and peers. This course meets university requirements for senior comprehensive exams for all Christian ministry majors. *Prerequisite: BIB 272 and senior status.*

Counseling Courses

(Since the new counseling program will be transitioned in over the next three academic years, all of the courses below may not be immediately available. Check the schedule of classes to see which courses will be available.)

CSG 210 **3 hours**
Discipleship Counseling
An analysis and application of biblical teaching regarding common human problems, both intrapersonal and interpersonal. It is designed to be a practical introduction to Christ-centered counseling.

CSG 300 **3 hours**
Theories of Counseling
A survey and analysis of the major theories of counseling with particular focus on the theoretical constructs compatible with Christian belief. *Prerequisites: CSG 210.*

CSG 310 **3 hours**
Counseling Skills and Techniques
Practical training in active listening, reflection, discernment of root issues, problem identification, goal setting and strategizing. The course will emphasize modeling and role-playing. *Prerequisites: CSG 210.*

CSG 400 **3 hours**
Marriage and Family Counseling
Based on Biblical principles concerning the home, this course will provide practical approaches to marriage and family counseling. *Prerequisites: CSG 210 & 310.*

CSG 420 **2 hours**
Addictions Counseling
This course will examine various addictions, such as alcohol, drug and sexual addictions, and will examine counseling persons struggling with an addiction. Emphasis will be given to a biblical approach to counseling addictive problems. *Prerequisites: CSG 210 & 310.*

CSG 440 **2 hours**
Crisis Counseling
Learning how to counsel people who are facing such crises as death, divorce, suicide, sexual assault, and more is the focus of this course. *Prerequisites: CSG 210 & 310.*

CSG 450 **2 hours**
Group Dynamics
An overview of the dynamics involved in the functioning of small groups. Special attention will be given to the development of leadership skills required to lead in a group process. *Prerequisites: CSG 210 & 310*

Pastoral Ministries Courses

PMI 111 **3 hours**
Christian Worship
An analysis of the principles of biblical worship. Includes a strong focus on the role of music in worship along with a study of creative worship alternatives and the development of worship resource files.

PMI 231 **3 hours**
Pastoral Tools
A study of the resources available for the contemporary pastor with an emphasis on bibliography. A component of "layman's Greek" is included to enable the student to use available linguistic aids.

PMI 241 **3 hours**
Pastoral Theology I
An investigation of the pastoral call and ministry with emphasis upon the private and pulpit life of the pastor.

PMI 252 **3 hours**
Pastoral Theology II
A continued analysis of the duties and procedures of the pastorate. Special concentration is given to the realms of pastoral visitation and pastoral counseling.

PMI 361 **3 hours**
Introduction to Preaching
Principles of the preparation and delivery of sermons with practice in both writing and delivery. The emphasis is on expository preaching and the development of a basic sermon process.

PMI 372 **3 hours**
Variety in Preaching
Building upon the principles of the first semester, the student is introduced to numerous sermonic types. Attention is also given to series preaching as it applies to pulpit ministry in the local church. *Prerequisite: PMI 361.*

PMI 393 **1-4 hours**
Practicum
Practicum in pastoral ministry focusing on visitation, administration, preaching and teaching, and counseling ministries of the pastorate. Includes on-site supervision by a qualified pastor.

Philosophy Courses

PHI 262 **3 hours**
Contemporary Issues
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace.

PHI 322 **3 hours**
World Religions: Western Tradition
A study of Judaism, Islam, Zoroastrianism, and related religious movements.

PHI 323 **3 hours**
World Religions: Eastern Tradition
A study of Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions.

PHI 413 **3 hours**
Contemporary Christian Belief
The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. *Meets general education requirement and is required of all students. Prerequisite: REL 313.*

Psychology Courses

PSY 200 **3 hours**
Introduction to Psychology
An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered. *Meets general education general social science requirement.*

PSY 210 **2 hours**
Ethics in Psychology
A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. *Prerequisite: PSY 200.*

PSY 240 **3 hours**
Child Psychology
This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc. *Meets general education general social science requirement.*

PSY 250 **4 hours**
Life Span Development
This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments. *Meets general education general social science requirement.*

PSY 272 **3 hours**
Research in Psychology
Research methods in psychology are studied and critiqued. Students are involved in practical research and writing assignments. *Prerequisite: PSY 200.*

PSY 300 **4 hours**
Abnormal Psychology
A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. *Prerequisite: PSY 200.*

PSY 310 **3 hours**
Integration of Psychology and Christianity
An examination of the relationship between psychology and Christian beliefs about human nature. Topics involve the presuppositions of modern psychology, the Christian view of man, and tension areas between psychology and theology. *Prerequisite: PSY 200.*

PSY 321 **3 hours**
Social Psychology
A study of how the thought, feeling, or behavior of individuals is influenced by the actual, imagined, or implied presence of others. Topics include cooperation and competition, aggression, attitudes and their change, affiliation, and conformity. *Prerequisite: PSY 200 and 6 more hours in psychology.*

PSY 330 **4 hours**
Statistics and Design in Psychological Research
An introductory course that surveys common statistical concepts in psychological research. It also examines and critiques the major research designs used in psychology today. *Prerequisite: PSY 200.*

PSY 390 **3 hours**
Christian Marriage
A practical and applied course that integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393 **3-4 hours**
Practicum

PSY 400 **3 hours**
Theories of Personality
A study of the major current systematic psychological theories of personality. Consideration is given to their underlying assumptions and usefulness for research and therapeutic practice. *Prerequisite: PSY 200 and 3 hours in psychology.*

PSY 422 **3 hours**
Psychological Testing
A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. *Prerequisite: PSY 200 and 330.*

PSY 430 **3 hours**
Cognition, Motivation and Learning
This course will cover the basic theories of learning, motivation and cognition, including the various aspects of the cognitive system, such as memory, attention, decision-making and problem solving. Multiple applications of the material will be covered. *Prerequisite: PSY 200.*

PSY 441 **3 hours**
Physiological Psychology
A study of the neurophysiology underlying human behavior. Emphasis is given to central nervous system mechanisms that mediate sensation, consciousness, learning, motivation, and emotional behavior.

PSY 450 **1-4 hours**
Directed Research

PSY 461 **3 hours**
Fundamentals of Counseling
An analysis of the major theories and approaches to counseling, correlating them with counterpart theories of personality and learning. Each major theory is dealt with in the light of biblical revelation. As a result, the student is encouraged to formulate a tentative theory of counseling consistent with biblical truth. *Prerequisite: PSY 200.*

Religious Studies Courses

REL 311 **3 hours**
Foundations of Christian World Mission
A study of the biblical, theological and historical foundations of Christian mission strategy.

REL 313 **3 hours**
Historic Christian Belief
A survey of Christian belief as developed during the history of the church. *Meets general education requirement and is required of all students. Prerequisite: BIB 110/310 and 210.*

REL 391 **3 hours**
Preparation and Strategy for Christian World Mission
An introduction to the personal and ministry issues relevant to missionary life and service. Trends and models of cross-cultural ministry are explored. Attention is given to knowledge, skills and attitudes essential for cross-cultural adaptation.

REL 432 **2 hours**
World Mission Area Studies
A research seminar designed for students to explore mission opportunities in an area of the world that interests them. The geography, people, history, economics, culture, government, language, and religion of an area and mission strategies appropriate to the region are considered.

Urban Ministries Courses

UMI 200 **3 hours**
Introduction to Urban Ministry
A preparatory course that focuses on the basic principles of ministering in an urban context from a sociocultural perspective while examining successful urban ministry models. *Offered spring semester of odd-numbered years.*

UMI 362 **3 hours**
Urban Systems and Structures
This course focuses on the development of the city and its interconnected subsystems while using an ecological approach to explore a city's functions and structures. *Offered fall semester of odd-numbered years.*

UMI 380 **3 hours**
The Theology of the City
This course takes a look at the city from the perspective of the Scriptures and acquaints the student with the historical relationship between the city and God. *Offered spring semester of even-numbered years.*

Youth Ministries Courses

YMI 200 **3 hours**
Ministry to Youth
A general introduction to youth ministry, including an overview of the needs of youth and programs designed to meet their needs in both church and parachurch settings.

YMI 210 **3 hours**
Philosophy of Youth Ministry
This course examines the foundational principles of youth ministry and guides students in the formation of their own philosophy of youth ministry.

YMI 220 **3 hours**
Recreational Ministry
A course that explores the various means of integrating recreation and ministry through both church and parachurch agencies. Principles and techniques receive attention as students examine ways to build well-rounded programs.

YMI 310 **3 hours**
Contemporary Youth Culture
This course provides an exploration into the culture of the adolescent. It stresses exposure to, and understanding of the popular culture and examines the unique function that popular culture plays in adolescence.

YMI 320 **3 hours**
Youth Guidance
This course examines common problems of adolescence and works toward building meaningful bridges between the young person and the caring adult.

YMI 393 **1-4 hours**
Practicum
A practical, supervised involvement in ministry after a student's junior year.

Earth And Environmental Science

Environmental Science Courses

ENS 200 **3 hours**
Environment and Society
Introduction to ecological principles and human impacts on the environment. Issues studied include population dynamics, natural resources, pollution problems, and environmental ethics. Lab exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. *Meets the general education life science requirement.*

Education

Introduction

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The department of education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Indiana Professional Standards Board. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the Director of Teacher Education.

Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in education.

Advisement

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring a major area of study (elementary or secondary), the student is assigned an academic advisor. This academic advisor continues to advise the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all

teacher education programs offered at the university may be obtained from the department of education. The Teacher Education Program Student Handbook includes a four-year program time line and course sequence for general education and major and professional education courses that assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the Director of Teacher Certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the Praxis I exam, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the office of the Director of Field Experiences and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirements, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

Scholastic Performance

Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the Registrar. The Director of Teacher Certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall or spring term activity. Students must complete major and minor courses prior to being approved to student teach in these areas. See specific department requirements.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

Teacher Education Programs

Fields of Study

Curricula that meet the licensing standards of the Indiana Professional Standards Board are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor University Fort Wayne.

Elementary Education (Kindergarten Through Sixth Grades) Major

The bachelor of science degree in elementary education requires a minimum of 128 hours. Students are required to complete an elementary education core, professional education courses, general education courses and electives. All courses in the elementary education core plus EDU 350, 351, and 353 will be counted toward the elementary education major GPA.

Elementary Education Core:

EDU 210	3	Writing for Teachers
EDU 371	3	Children's Lit. Through the Lang. Arts
PHY 121	4	Survey of Physical Science for Elementary Teachers
HIS 120	5	History of the United States
MAT 201	4	Mathematics for Elementary Teachers I
MAT 202	4	Mathematics for Elementary Teachers II
ART 300	3	Art for Teachers
MUS 301	4	Music in the Elementary Classroom
PHP 250	3	Elementary School Health & Physical Education
EDU 242	3	Microcomputers in Educational Settings
or		
EDU 243	1	Computer Applications in Elementary Education
and		
COS 104	2	Computing and Information Concepts
EDU 493	3	Education Senior Capstone

Professional Education:

EDU 150	3	Education in America
EDU 200	3	Introduction to Early Childhood Programs
EDU 260	3	Educational Psychology
EDU 320	3	Exceptional Children
EDU 350	3	Literacy Instruction in the Elementary Classroom
EDU 351	3	Methods and Materials for Elementary Teachers
EDU 353	3	Literacy Problems in the Elementary Classroom
EDU 410	1	Classroom Management
EDU 421	15	Supervised Internship in Elementary Schools
PSY 240	3	Child Psychology

General Education:

CAS 110	3	Public Speaking
ENG 110	3	Expository Writing
ENG 230	3	World Literature
BIO 100	5	General Biology
ENS 200	3	Environment and Society
GEO 220	4	Regional Geography
SOC 220	3	Ethnic and Minority Issues
HUM 230	4	Art as Experience
or		
HUM 330	4	Arts and Ideas
HUM 250	1	Participation in the Arts
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
PHI 413	3	Contemporary Christian Belief

Middle School Licensure

Elementary education major may obtain a middle school license along with the elementary license. The licensure can be in the areas of science, social studies, mathematics, and language arts. Candidates must pass a separate licensure test as determined by the Indiana Professional Standards Board.

Required Courses:

EDU 332	3	The Junior High/Middle School

Select at least one of the following areas:

Social Studies

HIS 120	5	History of the United States

HIS 100	5	World History
GEO 220	4	Regional Geography
SOC 220	3	Ethnic and Minority Issues

Select two of the following:

ECO 190	3	Issues n Economics
POS 100	3	American Politics
PSY 200	3	Introduction to Psychology

Mathematics

MAT 201	4	Mathematics for Elementary Teachers I
MAT 202	4	Mathematics for Elementary Teachers II
MAT 210	4	Introductory Statistics
MAT 120	3	Investigations in Mathematics
MAT 140	3	Fundamental Calculus for Applications
or		
MAT 151	4	Calculus wit Analytic Geometry I

Science

BIO 100	5	General Biology
ENS 200	4	Environment and Society
PHY 121	4	Survey of Physical Science for Elementary Teachers
GEO 240	3	Introduction to Geology

Select one of the following:

GEO 210	4	Physical Geography
CHE 100	4	Chemistry for Living
PHY 201	4	Introduction to Astronomy

Language Arts

ENG 230	3	World Literature
ENG 302	4	Linguistics and Grammar
ENG 211	3	Imaginative Writing
ENG 240	3	American Literature
ENG 212	4	Critical Approaches to Literature
CAM 250	3	Mass Media

Associates of Arts in Early Childhood Education

In addition to the baccalaureate degree programs maintained by the department, a two-year curriculum in early childhood education is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum workshops that integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities). This degree requires 64 hours including:

Core Requirements:

ART 300	3	Art for Teachers
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
CAS 110	3	Public Speaking
COS 104	2	Computing and Information Concepts
or		
COS 106	2	Computing and Information Concepts
EDU 223	4	Supervised Field Experiences in Early Childhood Education
EDU 280	3	Communications and Language Arts in the Preschool and Kindergarten
EDU 290	3	Social Studies, Science., and Mathematics in Preschool and Kindergarten
EDU 320	3	Exceptional Children
ENG 110	3	Expository Writing
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
HUM 230	4	Art as Experience
or		
ENG 230	3	World Literature
HUM 250	1	Participation in the Arts
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
MUS 301	4	Music in the Elementary Classroom
PSY 240	3	Child Psychology
SOC 220	3	Ethnic and Minority Issues
SOC 381	3	Marriage and Family Systems

Select one math or science course.

Certification

The elementary education program has been designed to meet Indiana certification requirements and have been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Indiana Professional Standards Board that all requirements for certification have been met and for processing all applications for certification.

Indiana has an Interstate Agreement Contract with many states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach because requirements often change from year to year. Addresses and

telephone numbers for every State Department of Education are available in the teacher certification office.

Accreditation

The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Indiana Professional Standards Board.

Elementary Education Comprehensive Exam Requirement

All elementary education majors are required to take the Elementary Education: Curriculum, Instruction, and Assessment Specialty Area Test (Praxis II) and score 143 or above. Any elementary education major who does not successfully pass is provided opportunity to participate in a tutorial guided instruction program under the direction of the ACE to prepare for retaking the test.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or a project. It is offered primarily during January interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

Transition to Teaching

Transition to Teacher is a program designed for those individuals who have previously graduated from college and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program is only offered on the Fort Wayne Campus. Indiana Professional Standards Board requires that all candidates must have met the IPSB Content Standards prior to obtaining an Indiana license, so prerequisite content courses may be required of the applicant. Two programs are available: Elementary Program and Secondary Program.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-5. The applicant must have a bachelor's degree from an accredited college and a GPA of 3.0 or above to qualify for the program. Applicants with a 2.5 to 2.99 must take 5 years of educationally related experiences. The elementary program requires up to 24 hours of college courses with 6 hours focused upon reading. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Professional Standards Board. The program includes a ten-week student teaching component.

The secondary program is designed for those individuals who wish to obtain a teaching license for grades 6-12 in a specific content area. One must have a Bachelor's degree in the area one wants to teach from an accredited college and a GPA of 3.0 or above. Applicants with a 2.5 to 2.99 must have 5 years of educationally related experiences. The secondary program requires up to 18 hours

of college courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Professional Standards Board. The program includes a ten-week student teaching component.

Education Courses

EDU 150 **3 hours**
Education in America
A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, P-12, in a multicultural society are examined. An analysis of teaching is made, including implications of some court cases related to teaching, concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 200 **3 hours**
Introduction to Early Childhood Programs
This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective early childhood teacher. Students study the professional aspects of developing appropriate curriculum and physical settings for the preschool and kindergarten classroom. Methods that meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. Includes weekly observation of and participation with children in preschool, kindergarten, and Headstart programs. *Prerequisite: EDU 150.*

EDU 210 **3 hours**
Writing for Teachers
Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 85 percent-level). Required for elementary and secondary majors seeking certification. Not required of English majors or minors. *Prerequisite: ENG 110.*

EDU 223 **4 hours**
Supervised Field Experience in Early Childhood Education
A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this January interterm course two times, once in a day care center or Headstart and once in a preschool. *Prerequisite: EDU 280 or 290 or permission of instructor.*

EDU 242 **3 hours**
Microcomputers in Educational Settings
Key concepts of learning theory that have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Academic Enrichment Center computer lab. *Meets the general education computer literacy requirement for elementary education majors.*

EDU 243 **1 hour**
Computer Applications in Elementary Education
The course includes topics of CAI, hypermedia - multimedia development, distance learning, and educational simulations. The course examines the pedagogical value of computers. *EDU 243 fulfills the one hour of computer application general education requirement for elementary education majors. Prerequisite: COS 104 or 106.*

EDU 260 **3 hours**
Educational Psychology
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to all types of special needs students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. *Prerequisite: EDU 150.*

EDU 280 **3 hours**
Communications and Language Arts in the Preschool and Kindergarten
This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart help students become aware of the wide abilities within these classrooms. *Prerequisite: Offered every third semester.*

EDU 290 **3 hours**
Social Studies, Science, and Mathematics in the Preschool and Kindergarten
The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a worldview, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this worldview. Weekly observation of and participation with children in preschool, kindergarten, and Headstart help students become aware of meaningful teaching modes and methods of the areas covered in this course. *Offered every third semester.*

EDU 312 **3 hours**
Teaching in Secondary, Junior High/Middle Schools - Special Methods
A special junior level methods course taught by specialists in the student's major department. All aspects of planning, teaching, and evaluating within a specific subject area are discussed. Includes a field experience lab. *Prerequisites: EDU 150, 260, and approval into the teacher education program. To be completed spring term prior to student teaching.*

EDU 320 **3 hours**
Exceptional Children
This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. *Prerequisite: EDU 150.*

EDU 322 **3 hours**
Reading for Junior High/Middle School and Secondary Teachers
This course is designed to provide practical procedures for developing effective reading skills at the junior high, middle, and secondary school levels. Attention centers on understanding the relationships between the processes of reading and the learning of content. Suggestions on how to meet the total range of student reading needs in the classroom are addressed. Methods and materials to enhance advanced comprehension and study skills of adolescents in a multicultural society are presented. Includes a field experience lab. *Prerequisite: EDU 150, and approval into the teacher education program. Offered spring semesters.*

EDU 332 **3 hours**
The Junior High/Middle School
A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field
experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. *Prerequisites: EDU 150, 260. Must be completed prior to student teaching.*

EDU 350 **3 hours**
Literacy Instruction in the Elementary Classroom
An examination of current methods, materials, and media used in teaching literacy in a multicultural society. The foundations of literacy skills instruction and the development of literacy reading skills are studied in relation to the total range of student needs. The reading/writing connection and literature-based programs are addressed. *Prerequisites: EDU 150, 260, and approval into the teacher education program. Corequisite: EDU 371. Offered fall semesters.*

EDU 351 **3 hours**
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas, including science and social studies, appropriate for elementary children. Strategies for working with diverse student populations and incorporating current educational technology competencies are included. *Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered spring semesters.*

EDU 353 **3 hours**
Literacy Problems in the Elementary Classroom
This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess literacy problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. *Prerequisites: EDU 150, 260, 350, and approval into the teacher education program. Offered spring semesters.*

EDU 360 **1-4 hours**
Independent Study

EDU 370 **1-4 hours**
Selected Topics

EDU 371 **3 hours**
Children's Literature Through the Language Arts
The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Teaching methodologies in language arts are included. Literature dealing with diversity and special needs is included. *Corequisite: EDU 350. Offered fall semesters.*

EDU 393 **1-4 hours**
Practicum

EDU 410 **1 hour**
Classroom Management
This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management that utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. *Corequisite: EDU 421/431.*

EDU 421 **15 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. *Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 210, 260, 350, 351, 353. Corequisite: EDU 410. Credit only.*

EDU 425 **3 hours**
Supervised Internship
For transition to teaching students.

EDU 480 **1-4 hours**
Seminar

EDU 493 **3 hours**
Elementary Education Senior Capstone
Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized.

Geography

Geography Courses

GEO 210 **4 hours**
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind. *Meets general education earth science requirement.*

GEO 220 **4 hours**
Regional Geography
A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, the former Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa. *Meets general education general social science requirement.* This course does not meet the general education science requirement.

Goal-Oriented Major

The goal-oriented major recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study that is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore, a student should have some college experience before applying for a goal-oriented major and should not begin the application process prior to the second semester of the sophomore year. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Consultation from literature or an individual within the field of interest is also a prerequisite. Finally, the student should make an appointment to discuss his/her plans with the chair of the goal-oriented major subcommittee. The Educational Policy Committee will make final approval of the application.

A GPA of 2.80 or above is required to be admitted into the program. As with all majors, a minimum of 128 hours is necessary for graduation, but at least 48 of these hours must be completed after the approval of the application. The application deadline is April 15 of each academic year.

The bachelor of arts degree program requires completion of two years of one foreign language and a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major requires a minimum of 60 hours in the major, including a minimum three-hour practicum. The bachelor of science degree requires 46 hours if combined with curriculum requirements in systems analysis. The required senior comprehensive exam will be a paper (3,000 words or more) that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

History

History Courses

HIS 100 **5 hours**
World History
A survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120 **5 hours**
History of the United States
A survey study of the social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 140 **3 hours**
Church History, Pre-Reformation
An historical survey of the Christian church from its beginnings until the Renaissance era (about 1500). Includes a discussion of apologists, creedal development, the early theological controversies, Augustine, the rise of the Papacy, monasticism, the investiture controversy, the Crusades, scholasticism, the Conciliar Movement, and the Renaissance.

HIS 141 **3 hours**
Church History, Post Reformation
An historical survey of the Christian church from the Reformation era to the present (from 1500). Includes a discussion of the Reformation, the Catholic Reformation, the Age of Reason, Liberalism, Christian Socialism, Fundamentalism, and early American church history. Major emphasis is given to the Reformation era.

HIS 352 **3 hours**
African-American History
A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression that characterize the African-American experience.

HIS 385 **3 hours**
American Constitutional Development: Institutional Powers
See POS 385.

HIS 386 **3 hours**
American Constitutional Development: Civil Rights and Liberties
See POS 386.

Humanities

Humanities courses carry an interdisciplinary focus and are directly related to more than one single department or academic field. These courses include curricular offerings in visual arts and music.

Humanities Courses

HUM 230 **4 hours**
Art as Experience
Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is *experiencing* art. Written critiques on selected events are part of the course curriculum. *The January interterm version of this course requires permission of the instructor. Meets general education fine arts requirement.*

HUM 250 **1 hour**
Participation in the Arts
Art, Music participation, or movement courses may be used to fulfill the participation in the arts requirement. Nonmusic majors may also take an ensemble or private lesson to fulfill this requirement. Music courses used to meet this requirement will carry a MUS prefix. *Meets general education fine arts requirement. Credit only.*

HUM 250D Drawing
HUM 250M Basics of Movement

Interarea Studies

Interarea courses are general in scope and exist apart from any single department.

Interarea Courses

IAS 101 **1 hour**
New Student Orientation
An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. *Required of all first-time freshmen and transfer students with 11 or fewer hours. Meets general education requirement. Credit only.*

IAS 103E **1 hours**
Introduction to Portfolio Development
An introduction to the development of a prior learning assessment (PLA) portfolio. The PLA portfolio is a student-prepared document, compiled and assembled in an approved format which demonstrates college-level knowledge gained through professional training and lifelong learning experiences.

IAS 110 **3 hours**
Foundations of Christian Thought
An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce the student to basic areas of understanding that undergird the intellectual growth process at Taylor. *Required of all students. Meets general education requirement. Offered spring semesters.*

IAS 111 **2 hours**
God, Humanity, and Knowledge
An interdisciplinary introduction to the liberal arts and the integration of faith and learning. Through lectures, readings, films, and discussion, the course intentionally seeks to challenge students to be broader in perspective and appreciation, and more confident in the development of a meaningful belief system. *For students enrolled in the Summer Honors program: fulfills IAS 110 requirement. Offered summers only.*

IAS 120 **1 hour**
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. *The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.*

IAS 180 **1 hour**
Applied Learning Techniques-Verbal
Emphasizes techniques for the improvement of study skills, listening and note taking, reading, and comprehension. May be repeated one time only. *Pass-fail only.*

IAS 185 **1 hour**
Applied Learning Techniques-Math
Emphasizes techniques for the improvement of math study skills, listening and note taking, and mathematics skills. May be repeated one time only. *Pass-fail only.*

IAS 252 **1 hour**
Developmental Processes in Leadership
Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

IAS 280 **1 hour**
Applied Learning Techniques-Verbal
Emphasizes techniques for the improvement of study skills, listening and note taking, reading, and comprehension. May be repeated one time only. *Pass-fail only.*

IAS 285 **1 hour**
Applied Learning Techniques-Math
Emphasizes techniques for the improvement of math study skills, listening and note taking, and mathematics skills. May be repeated one time only. *Pass-fail only.*

IAS 320 **3 hours**
Cross-Cultural Outreach
IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Additional practicums may be selected in religion, Christian education, elementary education, or music during the field experience. *Offered January interterms.*

IAS 330 **3 hours**
Human Relations in Organizations
The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships, planning techniques, and strategies as well as techniques of systems intervention and problem solving are studied. *Meets general education social science requirement.*

IAS 352 **1 hour**
Student Development Seminar
Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. *Prerequisite: IAS 252 and/or permission of instructor.*

IAS 410 **1 hour**
Speed Reading
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. *Prerequisite: thirteenth grade level reading. Pass-fail only.*

IAS 492 **1-4 hours**
Integrative Seminar
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. *Prerequisite: Permission of the instructor.*

IAS 495 **1 hour**
Senior Capstone
Senior Seminar is an integrative, interdisciplinary general education requirement. Students will register for it during either the fall or spring semester of their senior year. *Meets general education requirement.*

IAS 499 **1 hour**
Special Study
Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of the student's duties and that the approved petition is to be presented to the Registrar's Office at the time of registration. *Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the associate vice president for academic affairs.*

Justice Studies

The objectives of the department of justice studies are (1) to prepare students for professional service in the multifaceted and challenging arena of the American justice system; (2) to strategically position students for graduate work in law, the behavioral sciences, chaplaincy, or Justice Studies; and (3) to provide maximum flexibility for students in the liberal arts, by offering three distinct programmatic alternatives.

Students will pursue either a bachelor of arts or a bachelor of science degree in one of the following majors: criminal justice, law and justice, or justice and ministry. The bachelor of arts degree requires two years of one foreign language. The bachelor of science degree must be augmented with 12 additional hours from the sciences, business, or psychology.

All three majors share a common core curriculum of justice courses that embody (1) the historical development, organization, and administration of the courts, corrections programs, and law enforcement; (2) a theoretical, philosophical, and substantive analysis of law, justice, and the causes and effects of both juvenile delinquency and adult crime; and (3) comparative strategies for preventing, controlling, and treating criminal behavior. As part of the strategy for preventing criminal behavior the program has implemented a six semester mentoring practicum for students to work with children of prisoners in hopes of presenting a positive role model.

Criminal Justice Major

The criminal justice major is designed for individuals who are interested in administration, leadership, and service with either juvenile or adult offenders or other at-risk populations. The academic program professionally equips students to function in offender-based agencies and organizations, whether in law enforcement, the courts, corrections, or chaplaincy. Moreover, this major is a potential choice for persons seeking a double major in preparation for graduate work in another behavioral science, such as psychology or graduate work in criminal justice. A double major might require an additional semester.

The bachelor of arts degree with a major in criminal justice requires two years of one foreign language and 59 hours in the major including a 47-hour core and a nine-hour concentration in one of two areas. The 47-hour core requires:

Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 193	1	Mentoring Practicum six semesters required
JUS 230	3	Restorative Justice

JUS 240	3	Corrections
JUS 300	3	Criminal Law
JUS 321	3	Juvenile Delinquency
JUS 342	3	Criminology
JUS 353	4	Social Research Methods
JUS 420	12	Internship in Criminal Justice
SOC 220	3	Ethnic and Minority Issues
SOC 355	4	Applied Social Statistics

Select from one of the following nine-hour concentrations:

Enforcement:

JUS 210	3	Criminal Investigations
JUS 315	3	Criminal Procedures
Select one course from:		
JUS 340	3	Crime Prevention and Control
JUS 350E	3	Seminar in Correctional Chaplaincy
or		
JUS 370	1-4	Selected Topics

Corrections:

JUS 200	3	Correctional Chaplaincy
JUS 310	3	Correctional Treatment
Select one course from:		
JUS 305	3	Comparative Criminology
JUS 350E	3	Seminar in Correctional Chaplaincy
or		
JUS 370	1-4	Selected Topics

The bachelor of science degree with a major in criminal justice must be augmented with 12 additional hours beyond the 59-hour major from courses in the sciences, business, or psychology.

Criminal Justice/Systems Major

The bachelor of science degree with a major in criminal justice/systems consists of the 59-hour criminal justice major requirement and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

Systems Requirements

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I

MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 401	4	Operations Research
JUS 393	3-4	Practicum

Criminal Justice Minor

A minor in criminal justice requires 20 hours including:

JUS 100	3	Introduction to Criminal Justice
JUS 230	3	Restorative Justice
JUS 342	3	Criminology
JUS 393	1-4	Practicum

Select nine additional hours from the approved curriculum in criminal justice.

Law and Justice Major

Law and Justice is the major of choice for prelaw students. It has a strong interdisciplinary liberal arts curriculum specifically designed to meet the expectations articulated by law schools throughout the United States. Moreover, this academic major provides excellent preparation for individuals who seek only an undergraduate degree, but who desire to serve in court administration or in some other professional legal environment.

The bachelor of arts degree with a major in law and justice is a unique blend of courses in Justice Studies, English, political science and philosophy. This major requires two years of one foreign language and 65 hours including:

Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 193	1	Mentoring Practicum six semesters required
JUS 220	3	Judicial Systems
JUS 230	3	Restorative Justice
JUS 240	3	Corrections
JUS 300	3	Criminal Law
JUS 315	3	Criminal Procedures
JUS 342	3	Criminology
JUS 353	4	Social Research Methods
JUS 370	1-4	Selected Topics
SOC 355	4	Applied Social Statistics
ENG 212	4	Critical Approaches to Literature
ENG 302	4	Linguistics and Grammar
POS 385	3	American Constitutional Development: Institutional Powers

POS 386	3	American Constitutional Development: Civil Rights Liberties
PRL 441	3	Legal Studies
PHI 201	3	Logic
PHI 262	3	Contemporary Issues

The bachelor of science degree with a major in law and justice must be augmented with 12 additional hours beyond the 65-hour major from courses in the sciences, business, or psychology.

Law and Justice Minor

A minor in law and justice requires 20 hours including:

JUS 100	3	Introduction to Criminal Justice
JUS 230	3	Restorative Justice
JUS 342	3	Criminology
JUS 393	1-4	Practicum

Select nine additional hours from the approved curriculum in law and justice.

Justice and Ministry Major

For students who desire to serve in a ministry to offenders or other at-risk populations, the justice and ministry major integrates justice studies with courses in Christian ministry and the behavioral sciences. Some are called to be chaplains; others are motivated to serve as program administrators or specialists in parachurch organizations and in public or private agencies.

The bachelor of arts degree with a major in justice and ministry requires two years of one foreign language and 62 hours including:

Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 193	1	Mentoring Practicum six semesters required
JUS 200	3	Correctional Chaplaincy
JUS 230	3	Restorative Justice
JUS 240	3	Corrections
JUS 321	3	Juvenile Delinquency
JUS 342	3	Criminology
JUS 350E	3	Seminar in Correctional Chaplaincy
JUS 353	4	Social Research Methods
JUS 420	12	Internship in Criminal Justice
UMI 200	3	Introduction to Urban Ministry
or		
CED 371	3	Leadership Development
PSY 310	3	Integration of Psychology and Christianity
SOC 220	3	Ethnic and Minority Issues
SOC 355	4	Applied Social Statistics

CMI 122	3	Principles of Evangelism and Discipleship

Select one course from:

PSY 461	3	Fundamentals of Counseling
JUS 310	3	Correctional Treatment
or		
JUS 370	1-4	Selected Topics

The bachelor of science degree with a major in justice and ministry must be augmented with 12 additional hours beyond the 62-hour major from courses in the sciences, business, or psychology.

Justice and Ministry Minor

A minor in justice and ministry requires 20 hours including:

JUS 100	3	Introduction to Criminal Justice
JUS 230	3	Restorative Justice
JUS 342	3	Criminology
JUS 393	1-4	Practicum

Select nine additional hours from the approved curriculum in justice and ministry.

Justice Studies Courses

JUS 100 3 hours
Introduction to Criminal Justice
A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process. *Meets general education civic engagement or general social science requirement. Offered each semester.*

JUS 120 3 hours
American Policing
An introductory course on legal, theoretical, historical, and organizational foundations of law enforcement in the United States with a critical assessment of alternative police policies and practices. *Prerequisite: JUS 100 or permission of instructor. Offered spring semesters.*

JUS 170 1-4 hours
Selected Topics

JUS 193 1 hour
Mentoring Practicum
Prison Fellowship International and TUFW have joined together to train students to mentor the children of prison inmates. Students will be trained and supported in

developing a long-lasting relationship with a child. This relationship will provide service-learning opportunities for the student and valuable role modeling for the child.

JUS 200 3 hours
Correctional Chaplaincy
An overview of correctional chaplaincies as they function in jails, prisons, and community-based settings. Federal, state, and county models of chaplaincy will be examined, both at a systemic and localized level of operation. Some attention will also be given to potential future developments in correctional chaplaincy. Students will be encouraged to develop a chaplaincy approach based on an analysis of their individual gifts. *Prerequisite: JUS 100. Scheduled as needed. Offered spring semesters of even years.*

JUS 210 3 hours
Criminal Investigations
A study of investigative techniques and procedures in law enforcement, focusing on the rules of evidence applicable at each stage of the process. *Prerequisites: JUS 100 and 120. Offered fall semester of odd years.*

JUS 220 3 hours
Judicial Systems
A study of the major structures, processes, and dynamics that underlie the judiciary, the problems and issues, with emphasis on the relationships of the actors, recent changes and reforms. Court simulations (mock courts) and observations are part of the structure of the course. *Prerequisite: JUS 100. Scheduled as needed.*

JUS 230 3 hours
Restorative Justice
A study of a biblical model of justice and how it can be applied to the current criminal justice system, focusing on the restoration of harms caused by crime to the victims, community, and offender, examining the responsibilities of each in the restorative process and the role of the Christian community in implementing changes. *Prerequisite: JUS 100. Offered fall semesters.*

JUS 240 3 hours
Corrections
A study of the organization and administration of the adult correctional and community corrections systems with special emphasis on the incarceration and release of offenders. Correctional theories, policies, and practices are considered in an historical and contemporary context. *Prerequisite: JUS 100 or permission of instructor. Offered spring semesters.*

JUS 300 3 hours
Criminal Law
A study in substantive criminal law and how the courts apply constitutional and statutory principles in the appellate process. An examination of the historical

foundations of the substantive law, the legal elements of culpability, and the limitations of that law in its application to the adjudicatory process. Prerequisite: JUS 100, or permission of instructor. *Offered fall semesters.*

JUS 305 3 hours
Comparative Criminology
A course designed to acquaint students with crime and criminal justice systems in various countries. The course is expected to help students in developing an appreciation for diversity in cultures, religions, politics and other external factors that affect the criminal justice systems of the world. The course outlines international issues including the drug trade, terrorism, political corruption and the role of international organizations. It examines the work of the church within these countries and its impact on justice issues. Particular emphasis is given to comparisons of developed, developing, and underdeveloped countries. *Prerequisite: IAS 120. Scheduled as needed.*

JUS 310 3 hours
Correctional Treatment
A review and analysis of various treatment modalities and interventions that are practiced with offenders, utilizing both process and outcome data from contemporary research projects. *Prerequisites: JUS 100 and 240. Offered fall semester of odd years.*

JUS 315 3 hours
Criminal Procedures
A study of procedural criminal laws that govern policing based primarily on the United States Constitution, Supreme Court cases and state statutory requirements. An examination of legal liabilities that impact law enforcement agencies, and procedural requirements from arrest to sentencing. *Prerequisite: JUS 100, and JUS 120 for law enforcement concentrations. Offered spring semesters.*

JUS 321 3 hours
Juvenile Delinquency
An exploration of the juvenile justice system and process with an in-depth analysis of the moral, social and psychological antecedents of juvenile crime and delinquency. An examination of serious crime by juveniles, focusing on both prevention and treatment. *Prerequisite: JUS 100 or permission of instructor. Offered spring semesters.*

JUS 340 3 hours
Crime Prevention and Control
A comprehensive review and analysis of various crime prevention and control strategies and projects including a critical examination of specific techniques, technologies, and methodologies. *Prerequisites: JUS 100 and 120. Offered fall semester of even years.*

JUS 342 **3 hours**
Criminology
An interdisciplinary approach to the analysis of individual and group behaviors that result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior. *Prerequisite: JUS 100. Offered fall semesters.*

JUS 350 **3 hours**
Seminar in Correctional Chaplaincy
A course in contextual ministry within criminal justice settings. Students will learn the theoretic concepts and ministry skills necessary to effectively support institutional chaplaincy programs and community-based ministries directed toward at-risk groups. Lectures and discussions will be led by successful practitioners of correctional ministry programs. *There is an introductory and advanced seminar. Justice and ministry majors are required to take the advance course. Offered every summer.*

JUS 350E **3 hours**
Seminar in Correctional Chaplaincy
A course in contextual ministry within criminal justice settings. Students will learn the theoretic concepts and ministry skills necessary to effectively support institutional chaplaincy programs and community-based ministries directed toward at-risk groups. Lectures and discussions will be led by successful practitioners of correctional ministry programs. *There is an introductory and advanced seminar. CLL degree and certificate students are required to take both seminars. TUFW justice and ministry majors are required to take the advanced course. Offered every summer.*

JUS 351 **3 hours**
Law Enforcement Chaplaincy
An overview of chaplaincy as administered through law enforcement agencies. Ministry to officers and their families, as well as to the larger community is examined. The focus is on providing competent and compassionate pastoral services to all who are impacted by crime, accidents, and natural disasters. Specific topics include such issues as ethical leadership, stress factors in policing, crisis response and death notification. *Scheduled summers as needed.*

JUS 353 **4 hours**
Social Research Methods
A study in the principles of research in the social sciences. The course introduces research methodologies and provides opportunities for application in community settings. *Prerequisite: junior standing. Offered spring semesters.*

JUS 370 **1-4 hours**
Selected Topics

JUS 393 **1-4 hours**
Practicum
Prerequisites: JUS 100 and 120, 220, or 240 or permission of instructor.

JUS 420 **12 hours**
Internship in Criminal Justice
A semester of academically and professionally supervised work in a criminal justice agency or an offender-based social service program. *To be taken upon completion of core JUS courses and scheduled during junior or senior year, with approval of faculty.*

Liberal Arts Program

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be taken with or awarded with any of the three baccalaureate degrees.

Associates of Arts in Liberal Arts

A 42-43 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student's choice of concentration area and elective hours to total 64 credit hours. Core requirements include:

Core Requirements:

IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
ENG 110	3	Expository Writing
CAS 110	3	Public Speaking
or		
CAS 120	3	Interpersonal Communication
PHP 100	1	Fitness for Life
PHP 200x	1	General Physical Education
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
COS 104	2	Computing and Information Concepts
or		
COS 106	2	Computing and Information Concepts
HUM 230	4	Art as Experience

Select one science course.
Select one history course.
Select one social science course.
Select one math course.
Select one cross-cultural course

Select one literature course from:

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature

The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes existing associate degree programs (accounting, business administration, computing and information applications, early childhood education, and music) and must be approved by the associate vice president for academic affairs.

Mathematics

Mathematics Courses

MAT 110 **3 hours**
Finite Mathematics
A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. *Prerequisite: A good understanding of algebra. Does not count towards a math major or minor. Meets general education mathematics requirement.*

MAT 120 **3 hours**
Investigations in Mathematics
A course designed to engage students in relevant college-level mathematics from a problem-solving perspective. Students will experience interesting problems and real-life applications of mathematics from a variety of contexts while using appropriate technology. Emphasis will be on thinking, reasoning, and exploring patterns as well as communicating mathematical ideas. Topics will be chosen from data analysis, modeling, probability, statistics, mathematics of finance, logic, infinity, geometric applications, and fundamentals of problem solving. *Meets general education mathematics requirement.*

MAT 140 **3 hours**
Fundamental Calculus for Applications
An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. *Prerequisite: MAT 110 or permission of instructor. Meets general education mathematics requirement.*

MAT 151 **4 hours**
Calculus with Analytic Geometry I
A study of functions, including algebraic and trigonometric functions. An introduction to the algebraic, numerical, and graphical approaches to calculus including limits, continuity, derivatives, integrals, and applications. *Prerequisite:*

A good understanding of algebra and trigonometry. Meets general education mathematics requirement.

MAT 201 **4 hours**
Mathematics for Elementary Teachers I
First of a two-course integrated content-methods sequence for elementary teacher preparation. This course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, pedagogy, and appropriate technology. Includes field experience lab. *Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meets the general education mathematics requirement.*

MAT 202 **4 hours**
Mathematics for Elementary Teachers II
The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group projects. Each student is responsible each week for a mathematics class in local schools, grades K-6. Includes field experience lab. *Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meets the general education mathematics requirement.*

MAT 210 **4 hours**
Introductory Statistics
A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypothesis, linear regression, and correlation. *Meets general education mathematics requirement.*

MAT 382 **3 hours**
Advanced Statistics
A study of regression analysis including multiple and nonlinear regression; correlation analysis, including multiple and partial correlation; analysis of variance; and nonparametric statistics. This course also includes selected topics from calculus and matrix theory required for the study of these topics. *Prerequisite: MAT 151, 210.*

Modern Languages

The Department of Modern Languages provides the opportunity for students to develop their communication skills in another language in order to gain linguistic, cultural, and literary understanding and to interact meaningfully with people from other cultures. The department prepares students for the future whether that means sharing their faith, conversing with a neighbor whose first language is not English, or performing a job in the professional realm.

Spanish Minor

A non-teaching minor in Spanish consists of a minimum of 17 hours above SPA 101 and 102. Course requirements include:

SPA 201 3 Intermediate Spanish I
SPA 202 3 Intermediate Spanish II
A semester through the Semester in Spain program. (15-16)
SPA 393 3 Practicum

Credit for SPA 201 and 202 may be earned through the testing for credit program that should be completed by the end of the sophomore year.

Spanish Courses

SPA 101 **4 hours**
Elementary Spanish I
The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided.

SPA 102 **4 hours**
Elementary Spanish II
See SPA 101. Prerequisite: SPA 101.

SPA 201 **3 hours**
Intermediate Spanish I
Emphasis is placed on the conversational approach with additional reading and writing.

SPA 202 **3 hours**
Intermediate Spanish II
See SPA 201. Prerequisite: SPA 202.

SPA 393 **3 hours**
Practicum

Music

The purpose of the music department is to prepare all students to value music as an important part of culture and the development of the whole person, as an essential part of their expression of faith and Christian worldview, and as a creative means to express their ideas, thoughts, and feelings. It is also the purpose of this department to prepare majors with knowledge, skills, and values in music and musicianship for entrance to graduate studies and for careers in music and music-related fields.

ACADEMIC PROGRAMS

Taylor University makes music an integral part of the overall program, serving the needs of the liberal arts student within the context of Christian higher education. For the music major, the department provides the bachelor of arts degree, bachelor of science degree, and associate of arts degree programs. A Handbook for Music Majors that outlines the program requirements is available from the music department.

The music department also provides music minors, ensemble opportunities open to all students, private lessons on all instruments, service and employment opportunities in music and music-related fields, and instruments, equipment, and facilities to enable the student to fulfill the stated goals of the department.

Community School of the Arts

The Community School of the Arts (CSA) is the outreach service of the department and provides enrichment instruction, performance, and services to people of all ages in the home, school, church, and community. While offering services to the Fort Wayne community, further arts experiences and instruction for the university student can be received through this noncredit source. Many of CSA's activities are an extension of the music department and its facilities, faculty, and students.

Music Major

The bachelor of arts degree with a major in music requires completion of two years of one foreign language. It is designed for the student who is primarily interested in a liberal arts degree program with a focus in music. This broadly based degree program has as its foundation the study of music, history, theory, and literature. The program prepares students for diverse career opportunities in keeping with the liberal arts tradition of Taylor University. This major consists of 59 hours including:

Core Requirements:
Select 10 hours in applied performance from:

MUS 100	1-2	Applied Performance
MUS 200	1-2	Applied Performance
MUS 300	1-2	Applied Performance
MUS 400	1-2	Applied Performance

Select eight hours of ensembles from MUS 210xx, 240xx, 310xx, 340xx.

MUS 120	3	Music Theory
MUS 123	3	Harmony I
MUS 131	1	Introduction to Music I
MUS 151	3	Computers in Music
MUS 223	3	Harmony II
MUS 241	2	Sight Singing and Ear Training I
MUS 242	2	Sight Singing and Ear Training II
MUS 343	3	Music and World Cultures
MUS 361	2	Conducting I
MUS 371	3	History-Literature I

MUS 372	3	History-Literature II
MUS 471	3	Music History and Literature III

Select ten hours of music electives.

Also required is successful completion of a piano proficiency exam and a half-hour recital or project to be presented at the end of the final semester of study.

Music Major with Concentrations

The department offers a bachelor of science degree in this music major with concentrations in business, music ministries, human resource management, information applications, public relations, journalism, recording and sound, and synthesis and keyboard performance. It is designed for those who plan to enter a career that integrates music with another discipline. This major provides the student with a curricular balance between knowledge and practice.

Distinctives of this major program are practicum experiences under faculty supervision and preparation in an associated field that gives the graduate an edge in the marketplace after graduation. Interested students need to have some background and skills in music and have some competency in piano or voice.

The bachelor of science degree with a major in music (with a concentration) requires the completion of 74-76 hours in the major, including a 55-hour core and a 19-21 hour concentration from one of eight areas. The 55-hour core requires:

Core Requirements:
Select eight hours in applied performance from:

MUS 100	1-2	Applied Performance
MUS 200	1-2	Applied Performance
MUS 300	1-2	Applied Performance
MUS 400	1-2	Applied Performance

Select eight hours of ensembles from MUS 210xx, 240xx, 310xx, 340xx.

MUS 120	3	Music Theory
MUS 123	3	Harmony I
MUS 131	1	Introduction to Music I
MUS 151	3	Computers in Music 3
MUS 223	3	Harmony II
MUS 241	2	Sight Singing and Ear Training I
MUS 242	2	Sight Singing and Ear Training II
MUS 343	3	Music and World Cultures
MUS 361	2	Conducting I
MUS 371	3	History-Literature I
MUS 372	3	History-Literature II 3
MUS 471	3	Music History and Literature III

Select eight hours of music electives.

Select one of the following 19-21 hour elective study concentrations.

Business:

ACC 241	3	Accounting Principles I
ACC 242	3	Accounting Principles II
MKT 231	3	Principles of Marketing
MGT 352	3	Management Analysis and Practice
HRM 462	3	Organizational Behavior and Development
COS120	4	Introduction to Computer Science

Human Resource Management:

MGT 311	3	Business Law
MGT 352	3	Management Analysis and Practice
MGT 442	3	Business Ethics
HRM 362	3	Human Resources Management
HRM 462	3	Organizational Behavior and Development
CAS 201	3	Corporate Communication
PSY 140	2	Applied Psychology

Information Applications:

COS 120	4	Introduction to Computer Science
MAT 140	3	Fundamental Calculus for Applications 3
MAT 210	4	Introductory Statistics
SYS 200	3	Basic Systems
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar

Journalism

CAM 150	3	Basic Reporting for the Media
CAM 250	3	Mass Media
CAM 320	3	Advanced Reporting
MKT 231	3	Principles of Marketing

Select nine hours of electives from:

CAM 240	3	Photojournalism
CAM 332	3	Desktop Publishing
CAM 343	3	Editing
CAM 361	3	Publication Design
CAM 383	3	Broadcast News

Music Ministries:

BIB 272	3	Inductive Study of the Bible
BIB 350	3	Poetic and Wisdom Literature
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism and Discipleship

PMI 111	3	Christian Worship
MUS 350	3	Music and the Church
MUS 393	2-4	Practicum

Public Relations:

CAP 112	3	Public Relations I: Theory & Practice
CAP 220	3	Public Relations II: Writing & Production
CAP 320	3	Public Relations III: Research & Evaluation
CAS 110	3	Public Speaking
or		
CAS 120	3	Interpersonal Communication

Select nine hours of electives from:

CAM 150	3	Basic Reporting for the Media
CAM 240	3	Photojournalism
CAM 250	3	Mass Media
CAM 332	3	Desktop Publishing
CAM 343	3	Editing
CAS 201	3	Corporate Communication
CAP 420	3	Public Relations IV: Campaigns and Cases
MKT 231	3	Principles of Marketing

Recording and Sound:

MUS 292	3	Introduction to Electronic Music
MUS 353	2	Recording Techniques
MUS 354	2	Sound Reinforcement
MUS 392	3	Music and Business
MUS 393	4	Practicum
MUS 393	4	Practicum
PHY120	4	Experiences in Physical Science

The practicums require four hours of recording and four hours of sound to be taken in connection with the appropriate courses 353 or 354.

Synthesis and Keyboard Performance:

MUS 221	2	Composition I
MUS 292	3	Introduction to Electronic Music
MUS 355	2	Keyboard Improvisation I
MUS 356	2	Keyboard Improvisation II
MUS 392	3	Music and Business
MUS 393	4	Practicum

Select four hours of MUS 400 Applied Performance. (applied major)

Music Minor

The music minor is available for students not majoring in music and consists of 22 hours including:

Select four hours in applied performance from:

MUS 100	1-2	Applied Performance
MUS 200	1-2	Applied Performance
MUS 300	1-2	Applied Performance
MUS 400	1-2	Applied Performance

MUS 100	2	Keyboard Skills
MUS 120	3	Music Theory
MUS 123	3	Harmony I
MUS 131	1	Introduction to Music I
MUS 201	1	Computers, Technology, and Music
MUS 241	2	Sight Singing and Ear Training I
MUS 361	2	Conducting I

Select four hours of ensembles.

Recording and Sound Minor

The recording and sound minor for students not majoring in music consists of 22 hours including:

MUS 292	3	Introduction to Electronic Music
MUS 353	2	Recording Techniques
MUS 354	2	Sound Reinforcement
MUS 392	3	Music and Business
MUS 393	4	Practicum
MUS 393	4	Practicum
PHY120	4	Experiences in Physical Science

Music Ministries Minor

The music ministries minor for students not majoring in music or Christian ministries consists of 20-22 hours including:

BIB 272	3	Inductive Study of the Bible
BIB 350	3	Poetic and Wisdom Literature
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism and Discipleship
PMI 111	3	Christian Worship
MUS 350	3	Music and the Church
MUS 393	2-4	Practicum

The passing of the music theory placement exam (or taking MUS 120) is required and some background in music would have to be assessed before students could enter minor.

Associate of Arts Degree in Music

An associate of arts degree in music is offered for students who wish to pursue post-secondary training in music. This program also allows students to proceed to a baccalaureate degree in music. This degree program requires a minimum of 64 hours and must include:

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
ENG 110	3	Expository Writing
HUM 230	4	Art as Experience
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education
MUS 120	3	Music Theory
MUS 123	3	Harmony I
MUS 131	1	Introduction to Music I
MUS 151	2	Computers in Music
MUS 241	2	Sight Singing and Ear Training I
MUS 100	2	Keyboard Skills

Select one social science or history course.

Select one math or science course.

Select four hours from the following:

MUS 100	1-2	Applied Performance
MUS 200	1-2	Applied Performance
MUS 300	1-2	Applied Performance
MUS 400	1-2	Applied Performance

Select four hours of ensemble from MUS 210xx, 240xx, 310xx, 340xx.

Select six hours of music electives from:

MUS 100	1-2	Applied Performance
MUS 210	1-2	Choral Ensemble Course
MUS 223	3	Harmony II
MUS 292	3	Introduction to Electronic Music
MUS 343	3	Music and World Cultures
MUS 350	3	Music and the Church
MUS 371	3	History-Literature I
MUS 372	3	History-Literature II

Select enough general electives to total 64 hours.

Music Ensembles

All college students are invited to participate in the various musical organizations. Students are encouraged to structure their schedules so that ensembles may be taken for credit. Participation in the Arts general education credit may be obtained by participation in an ensemble. Auditions are held for freshmen and transfer students during the days of orientation at the beginning of the semester. For those students previously enrolled at Taylor University, auditions are arranged through the individual ensemble conductors.

Choral Ensemble Courses

MUS 210CU **1 hour**
Choral Union
The Choral Union is a mixed choral ensemble open to all students. It performs a variety of choral literature from historic periods and presents concerts in chapels and concerts on campus. Other choral ensembles also are included.

MUS 210GC **1 hour**
Gospel Choir
The Gospel Choir is an auditioned choir open to all students. It performs a variety of gospel music and presents concerts on and off campus including gospel music festivals.

MUS 210PC **1 hour**
Fort Wayne Philharmonic Chorus
Through special arrangement with The Fort Wayne Philharmonic. Schedule of performances and certain fees may extend beyond university schedules. *Audition and transportation required.*

MUS 240CE **1 hour**
Cantate
This select ensemble performs a wide variety of choral literature, normally rehearsing twice a week. Performance on campus is in chapels, recitals, and concerts. Other choral ensembles are derived from this group - chamber ensemble, women's ensemble, men's ensemble, touring group, etc., depending on interest. *Audition required.*

MUS 310CU **1 hour**
Choral Union
See MUS 210CU.

MUS 310GC **1 hour**
Gospel Choir
See MUS 210GC.

MUS 310PC **1 hour**
Fort Wayne Philharmonic Chorus
See MUS 210PC.

MUS 340CE **1 hour**
Cantate
See MUS 240CE. Audition required.

Instrumental Ensemble Courses

MUS 210JE **1 hour**
Jazz Ensemble
Open to all wind and percussion players. It performs contemporary stage band literature as well as the jazz classics. This ensemble performs a concert each semester and chapels. *Audition required.*

MUS 210IE **1 hour**
Instrumental Ensemble
String, wind, mixed, or other ensembles possible according to interest and ability of interested students. *Prerequisite: 210CE or 310CE or permission of the instructor.*

MUS 210FC **1 hour**
Flute Choir
The Flute Choir consists of a selected group of flute students. The students are auditioned by the flute instructor and explore flute chamber literature. This choir performs one concert each semester.

MUS 310JE **1 hour**
Jazz Ensemble
See MUS 210JE. Audition required.

MUS 310IE **1 hour**
Instrumental Ensemble
See MUS 210IE. Prerequisite: 210CE or 310CE or permission of the instructor.

MUS 310FC **1 hour**
Flute Choir
See MUS 210FC.

Applied Music

Private lessons are required of all music majors and are available for non-majors. All students taking applied music for the first time register for the 100 level. (Exceptions for transfer students are determined by an examination.) Advancement from one level to another is on the basis of proficiency, examination, or consent of the department. The course numbers represent lower- and upper-division credits. Normally freshmen and sophomores register for the 100-200 level and juniors and

seniors register for the 300-400 level. Students not majoring in music may enroll for applied lessons as described above, or applied music/non-majors whichever is best suited to their background and goals. For those students desiring to study privately in voice, keyboard, or instrumental areas, auditions are set up through the music office by the first week of each semester. See the music secretary for further details about registration and lesson fee information.

Private music lessons may be taken for one to two credit hours. This credit may meet the Participation in the Arts (HUM 250) general education requirement. Additional fees are required for private lessons and applied classes.

MUS 100 **1-2 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 **1-2 hours**
Applied Performance
See MUS 100.

MUS 300 **1-2 hours**
Applied Performance
See MUS 100.

MUS 400 **1-2 hours**
Applied Performance
See MUS 100.

MUS 105 **1 hour**
Applied Music/Non-Majors
Instructor and student agree by contract on the content of each semester's study which could include learning practice methods, building good techniques, acquiring sufficient repertoire, gaining knowledge of literature, and achieving performance skills.

Music Courses

MUS 111V **1 hour**
Voice Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. *Admission to any applied class requires the approval of the instructor.*

MUS 111P **1 hour**
Piano Class

Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. *Admission to any applied class requires the approval of the instructor.*

MUS 111G **1 hour**
Guitar Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. *Admission to any applied class requires the approval of the instructor.*

MUS 111EK **1 hour**
Electronic Keyboard Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. *Admission to any applied class requires the approval of the instructor.*

MUS 112V **1 hour**
Voice Class
See MUS 111V. Admission to any applied class requires the approval of the instructor.

MUS 112P **1 hour**
Piano Class
See MUS 111P. Admission to any applied class requires the approval of the instructor.

MUS 112G **1 hour**
Guitar Class
See MUS 111G. Admission to any applied class requires the approval of the instructor.

MUS 112EK **1 hour**
Electronic Keyboard Class
See MUS 111EK. Admission to any applied class requires the approval of the instructor.

MUS 120 **3 hours**
Music Theory
A comprehensive, practical introduction to the essentials of music theory: rhythm, intervals (diatonic and chromatic), scales (major and minor - all forms), key signatures, circle of 5ths, triads and chords, terms, and tempo markings. Class instruction as well as computer lab work includes singing, ear training, and keyboarding.

MUS 123 **3 hours**
Harmony I
A study of basic fundamentals and structural elements of tonal music. Principles of part-writing, elementary forms, and melodic and rhythmic concepts are learned through written analytic and keyboard experience. Areas covered include diatonic triads, diatonic seventh chords, and secondary functions. *Prerequisite: MUS 120. Offered every spring. Recommended to take MUS 241 in conjunction with this course.*

MUS 131 **1 hour**
Introduction to Music I
An introductory course exploring careers in music, the elements of music, basic music forms, styles, and an overview of the history of Western music. The course is designed for the music major, music minor, and other interested students. *Offered every fall.*

MUS 151 **3 hours**
Computers in Music
An introduction to computers and their uses in general and in the field of music. Knowledge and skills learned will provide the foundation for work music-related areas. Hardware, software, interfaces, networks and internet will be addressed with application software in sequencing and music print as well as word processing, data bases, spreadsheet, presentation software and digital music production for the web. General and specific ethical issues are discussed. Meets the general education computer literacy requirement. *Offered every spring.*

MUS 170 **1-4 hours**
Selected Topics

MUS 201 **1 hour**
Computers, Technology, and Music
This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desktop publishing. Dominant use is on Macintosh systems. Basic keyboard skills are essential. This course along with the two hour COS 104 or 106 course meets the computer literacy requirement. Includes a supervised lab each week. *Prerequisites: MUS 120, or permission of the instructor. Offered every spring.*

MUS 223 **3 hours**
Harmony II
A continuation of Harmony I. Intermediate and advanced work in the following areas: chromaticism and modulations, diminished and half-diminished seventh chords, and doubly augmented sixth chords. Also included is an introduction to binary and ternary forms and late-nineteenth century tonal harmony as well as an introduction to twentieth century practices. An original composition is required as a

final project. *Prerequisite: MUS 123. Offered every fall. Recommended to take MUS 242 in conjunction with the course.*

MUS 241 2 hours
Sight Singing and Ear Training I
Skill development is stressed in the areas of sight-singing (the ability to read/interpret musical symbols), ear-training (both written and aural skills), and rhythmic responsiveness accomplished through class performance and the use of the computer lab. *Prerequisite: MUS 120. Recommended to be taken with MUS 123. Offered every spring.*

MUS 242 2 hours
Sight Singing and Ear Training II
Continuation of MUS 241. Intermediate and advanced level work is in the areas of sight-singing, dictation (intervallic, melodic, and harmonic), rhythm (irregular meter), and analysis (small forms). *Prerequisite: MUS 241. Offered every fall. Recommended to be taken with MUS 223.*

MUS 292 3 hours
Introduction to Electronic Music
An introduction to the aesthetics and types of electronic music. Emphasis is placed on working with synthesizers, tape recorders, computers, sequencers, signal processors, and splicers with the objective of creating an electronic composition as a final project. Outside reading on the subject is required as an adjunct part of the course. *Prerequisite: MUS 201. Offered in Spring semester on every other year cycle - 2006.*

MUS 301 4 hours
Music in the Elementary Classroom
This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, guitar, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies). *Offered every fall.*

MUS 323 1 hour
Functional Keyboard Skills
The facilitating of practical keyboard skills including scales, chords, arpeggios, sight reading, and harmonization of melodies at sight. In addition, students complete the requirements needed for transposition, score reading, and accompanying in order to pass the Piano Proficiency.

MUS 343 3 hours
Music and World Cultures
An investigative study of selected non-Western cultures and the role of music within the cultures. Three components are basic principles of culture and basic principles of music, Japanese culture and music, and African culture and music

(East Africa and West Africa). This cross-cultural course is open to all students. Upper division credit requires a paper pertaining to music and a culture of the student's choice. *Offered January interterms on every other year cycle - 2005*

MUS 350 **3 hours**
Music and the Church
A study of the organization, administration, and operation of the church music program. Areas of study include the multiple church choir program (preschool - grade 9), handbells, instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. *Offered spring on every other year cycle – 2006.*

MUS 353 **2 hours**
Recording Techniques
The acquiring of knowledge, the development of concepts, and the application of skills necessary for the operation of equipment and the running of recording sessions in the recording studio and the preparation of the recording master for production. *Prerequisites: MUS 292 or by permission of the instructor. Offered fall on every other year cycle – 2004.*

MUS 354 **2 hours**
Sound Reinforcement
The acquiring of knowledge, the development of concepts, and the application of skills necessary for the operation of equipment and the organization and set up for a live program or performance. *Prerequisites: MUS 292 or by permission of the instructor. Offered spring on every other year cycle – 2005.*

MUS 355 **2 hours each**
Keyboard Improvisation I
The synthesis of improvising skills at the keyboard with sufficient proficiency to accompany songs or create new accompaniments. *Prerequisites: MUS 223 or by permission of the instructor. Offered fall on every other year cycle 2004-5.*

MUS 356 **2 hours each**
Keyboard Improvisation II
See MUS 355. Prerequisites: MUS 355 or by permission of the instructor. Offered spring on every other year cycle 2004-5.

MUS 360 **1-4 hours**
Independent Study

MUS 361 **2 hours**
Conducting I
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed. *Offered fall on every other year cycle – 2003.*

MUS 370 **1-4 hours**
Selected Topics

MUS 371 **3 hours**
History-Literature I
A study of the development of music from the pre-Christian through the Baroque eras. Stylistic cognizance is acquired through aural experience. *Offered fall semesters of every other year – 2004.*

MUS 372 **3 hours**
History-Literature II
A study of the development of music during the eighteenth and nineteenth centuries and concomitant phases of social and cultural practices of the times. Stylistic perception is gained through audiovisual and aural experience. *Offered spring semesters every other year 2005.*

MUS 392 **3 hours**
Music and Business
A study of the business aspects of the music industry including topics such as identification of the management team, the recording industry, songwriting and music publishing, touring, music merchandising and motion picture music. *Offered spring 2005, then in tinteterms on every other year cycle starting 2007.*

MUS 393 **1-4 hours**
Practicum

MUS 450 **1-4 hours**
Directed Research

MUS 471 **3 hours**
Music History and Literature III
A study of the development of music from the late nineteenth through to the present. Representative music and concomitant phases of political history and art are correlated with aural and analytical techniques of this period of history. Exploration of music and its connection to contemporary culture and Christian faith is included. *Offered fall semesters every other year 2004.*

MUS 480 **1-4 hours**
Seminar

MUS 490 **1-2 hours**
Honors

MUS 492 **8 hours**
Internship
A culminating experience in the field having the equivalent of eight weeks full-time in a business, organization or ministry in which the application of knowledge,

skills and approaches gained by the student are applied in a career setting. Supervision of intern would be by organization and college personnel. For recording and sound studies students, time is divided between a recording experience and a sound reinforcement experience. *Prerequisites: Approval by the music faculty, MUS 353, MUS 354.*

Off-Campus/International Studies Programs

Program Coordinator, Deborah Kim

One of Taylor University's objectives is to prepare students for a variety of professions on a foundation of appropriate academic experiences, cultural breadth and Christian perspectives. In order to keep within its mission, Taylor University offers many opportunities for students to earn undergraduate credit for a semester, January interterm or summer in an environment of total academic and cultural immersion.

Off-campus study programs challenge values and stimulate critical thinking whether they take place in the United States or abroad. Many students return home from their off-campus experience with new perspectives, new questions and a deeper hunger to learn more about their own society. For additional information, refer to the Off-Campus Study Program guide, available in the Office of Academic Affairs, and/or the web: http://www.tayloru.edu/taylor/offcampus.

Students interested in participating in any of these programs should consult with the coordinator of off-campus programs located on the Taylor University Upland campus. As a general rule, the application process is limited to students who have completed their freshmen year; transfers must complete one semester at Taylor prior to applying to an off-campus program. All courses taken through off-campus programs must be taken for a grade, and may not be audited or taken pass-fail. Transfer credit only is given for Daystar University, Hong Kong Baptist University, Huron University USA in London, Oregon Extension, Orvieto Semester and semesters spent at Consortium schools. Students must earn a C- or above in order for transfer credit to be accepted.

In order to participate in any semester off-campus program, students must obtain approval from the faculty/campus liaison, their advisor, the Office of Student Affairs, the Business Office, the Office of Off-Campus Programs/Academic Affairs and the Registrar. Course approvals and applicability to a major and/or minor are determined in coordination with the department after acceptance to a program.

Since most off-campus programs are independent organizations or universities not operated by Taylor University, students should understand that not every course will fulfill a Taylor requirement, and due to international registration procedures some students may not receive every class for which they register. Upon their return,

students are responsible for any graduation requirements missed during their time overseas/off-campus.

American Studies Program

The American Studies Program (ASP), located in Washington, DC, is sponsored by the Council for Christian Colleges and Universities. ASP is an intensive fall or spring semester, blending seminars and hands-on internships. Combining theory with practice, each of the three seminar classes focuses on specific domestic and international policy topics.

Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. Sixteen hours of credit are earned through this interdisciplinary program that is designed for juniors and seniors.

ASP 300 8 hours
American Studies Seminar in Washington, DC
A series of three seminars permits a variety of approaches to public policy issues in American government and politics, thus giving participant students an opportunity to utilize the national capital's unique array of human and organizational resources. The seminars are organized into two five-week public policy units and one four-week foundations study unit.

ASP 310 8 hours
American Studies Internship in Washington, DC
An internship experience for participants in the American Studies Program that challenges each student to integrate faith with practice in a professional setting.

Australia Studies Centre: Ministry and the Arts (ASC)

The Australia Studies Centre (ASC) is a partner program through the Council for Christian Colleges and Universities. ASC students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular, both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. Students engage in courses and chapel at Wesley Institute, regularly participate in a service project in conjunction with Wesley Mission, travel throughout Australia to parks and population centers that influence public discourse in the country, and reside in the Drummoyne area, near Sydney's harbor.

ASC 370 15-16 hours
Australia Studies Centre
The Australia Studies Centre is designed to integrate the firsthand observation and study of Australian culture, history, religion and politics together with experiential service learning and formal instruction in the arts. The program is comprised of one seminar course designed especially for ASC students and 3 or 4 elective courses chosen from Wesley Institute's list of courses. Students may earn up to 16 credit hours; Actual courses and grades are attributed to the Taylor University transcript

in place of ASC 370 when the student's official program transcript is received by Taylor University.

China Studies Program

Students are offered an opportunity to discover the richness of China through a unique living/learning
semester abroad sponsored by the Council for Christian Colleges and Universities. The China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Students explore the complex past of one of the world's oldest cultures; experience the economic, political, and social realities of contemporary China; and study China's challenges as a rapidly emerging world power. Students live in the beautiful seaside port of Xiamen, and the curriculum incorporates travel and visits to well-known sites throughout the country, such as Beijing, Fujian, Shanghai, Xi'an, and Hong Kong.

CSP 100 3 hours
Chinese I
This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China.

CSP 310 3 hours
Chinese History
This seminar course covers the history of China from its earliest beginnings up to the present. In addition to reading the course text, each student will read and make a class presentation on a book that goes into more detail about a major person, event, or aspect of Chinese history and culture.

CSP 314 3 hours
Intercultural Communication
This course covers issues intended to help students understand and adjust to Chinese culture. Topics include culture and basic values, culture shock, individualism and collectivism, contextualization, and multi-culturalism. Each student will write case studies based on their personal experiences in China.

CSP 315 3 hours
Eastern Philosophy and Religions
This seminar course introduces the basic teachings, history and development of Confucianism, Taoism, Buddhism, and folk religion, as well as their role in China today. The course will examine topics from a Christian perspective, seeing to what extent they are compatible with Christian doctrine. Field trips to relevant sites will occur throughout the program.

CSP 316 **3 hours**
Contemporary Society: Public Policy & Economic Development
This course covers two key and inter-related aspects of modern China: government policy and economic development. Public policy covers the structure of the Chinese government, legal system, and issues such as ethnic minorities, family planning and education. Economic development covers the government policies from 1949 to present, from the commune system to the current mark-oriented reforms. Other topics include foreign investment, pollution and the environment, and the World Trade Organization.

CSP 320 **1 hour**
Chinese Art
Students will learn from a Chinese artist the basics of Chinese water-based brushwork, painting traditional pictures of bamboo, flowers, etc.

CSP 321 **1 hour**
Tai Chi
This course emphasizes traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind.

Christian Center for Urban Studies

Taylor University is affiliated with the Christian Center for Urban Studies (CUS) that serves as a cooperative education center linking the Olive Branch Mission in Chicago with twelve Christian colleges and seminaries. The Center's objective is to foster personal and corporate discipleship through involvement in urban ministry, participation in a Christian community, and the study of urban life and systems. Specific programs range from weekend field trips to three-week mini-term and semester-long programs. Students live in facilities owned by the Olive Branch Mission and experience firsthand an inner-city environment. Semester students must take 16 hours of credit.

CUS 225/325 **4 hours**
Communities of Diversity
This course is designed to provide a brief intensive life experience, in which a student is provided with beginning concepts to grasp and begin to understand the urban community and its multitude of diversity. Students will wrestle with the issues of poverty, racism, sociology, community development and social justice. Paired with sections on "Black Chicago," Latino Perspective," and "Middle Eastern Mindset," students will have opportunities to put planning and heart into practice—volunteering, mentoring, advocating and ministering in the communities in which they will be learning. Ministry and Social Work tracks are available in order to accommodate those who need more internship hours. Meets general education cross-cultural requirement. Offered January interterm and June sessions.

CUS 230 **4 hours**
Chicago Arts Seminar
A survey of art experiences and expressions in Chicago, including the formulation of a Christian response to the arts. Meets general education art as experience requirement. Offered semesters.

CUS 312 **3 hours**
Urban Anthropology and Mission
An application of anthropological insights to ministry with people in modern cities. Issues of human behavior will be examined through participant-observation, quantitative research and experiential learning. *Offered semesters.*

CUS 322 **3 hours**
Community, Culture and Christian Leadership
An integration of the principles of Christian leadership for culturally diverse ministry in a Chicago setting. Major issues of leadership will be examined to develop personal skills and organizational strategies for leadership and community development. *Offered semesters.*

CUS 393 **4 hours**
Practicum
A hands-on experience to enhance academic knowledge in one's major field of study. A large selection of professional, culturally diverse and service internships are available. Credit involves reports and final evaluations from supervisor and four meetings with internship coordinator. Credit is based on one hour credit for each 40 hours of supervised internship. *Offered semesters.*

Consortium Programs Christian College Consortium

The Christian College Consortium's Student Visitor Program is designed to enrich the participant's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of thirteen Consortium campuses without completing lengthy enrollment forms. Credits are transferable to Taylor. Consortium Colleges include Asbury College, Bethel University, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College and Wheaton College.

Contemporary Music Center

This Council for Christian College & Universities off-campus study program provides a curriculum and community designed to speak to the head, heart and souls of young musicians and aspiring music executives. In addition to seminars, lectures and practicum, great attention is given to the actual creation and marketing of original music. Students select courses from an artist or executive track and earn 16 hours of elective credit. Offered *fall and spring semesters.*

CMC 310 **3 hours**
Studio Recording
Artists, via both the classroom and lab, will work with faculty, other students and visiting experts to learn how to produce, record, mix and edit recordings in a professional multi-track studio.

CMC 311 **3 hours**
Inside the Music Industry
Through readings, lectures and seminars delivered by leading industry figures, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas. Students will gain an understanding of the structure and methodologies of a typical US record company.

CMC 312 **3 hours**
Performance
In consultation with staff and executive track students, artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers and communicators. Both informal and public performances will be presented throughout the semester.

CMC 313 **3 hours**
Essentials of Songwriting
Artists will receive classroom instruction, participate in directed study with staff and work in collaboration with other students to develop their use of form, melody, harmony, rhythm and lyric. Emphasis will be placed on the song as the vehicle for the artist's creative exploration and public communication.

CMC 314 **3 hours**
Artist Management
Through lecture, text and visiting music industry experts, executive track students will gain an understanding of the economic, creative and spiritual elements critical to a career in contemporary music. Students identify their gifts and develop a long-term career plan. Students prepare materials necessary to pitch an artist to a record company, and negotiate a mock recording contract.

CMC 315 **3 hours**
Artists and Repertoire
Executive track students will learn how to create a label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with the artists, they will plan, budget and produce recording sessions.

CMC 316 **3 hours**
Music Marketing and Sales
Through classroom instruction and presentations by visiting industry experts, executive track students will become familiar with the role of packaging, retail point-of-purchase materials, publicity, advertising, radio and video promotion,

Internet marketing and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's Artist recordings.

CMC 320 3 hours
Faith, Music and Culture
The purpose of this course is to help students develop a Christian approach to the creation, marketing and consumption of contemporary music. While engaging in studies of theory, history and criticism, students explore the concept of culture and the nature of popular culture. Students examine popular art and music in contemporary aesthetic, social, cultural and industrial contexts, and explore the issues involved in relating faith and worldview to the production and criticism of commercial music.

CMC 393 1 hour
Practicum
An intensive ten-day practicum in a major music market.

Daystar University

Daystar University, a Christian College Consortium program, allows selected second semester sophomore or junior students to spend a fall or spring semester studying at the Athi River campus located outside Nairobi, Kenya. Participants attend classes with over 1,200 African students who are studying for the bachelor of arts degree. Up to 17 hours of academic credit may be transferred while immersed in the radically different culture of East Africa. All instruction is given in the English language and is offered by a faculty of African nationals.

Focus on the Family Institute

Focus on the Family Institute, under the auspices of Focus on the Family in Colorado Springs, provides a unique values-oriented, biblically based education program in which students examine critical family issues. The curriculum is composed of four core courses, a practicum experience in one of the various departments at Focus, and an integrative research project. This semester studies program crosses academic and professional disciplines. Interaction with various national and international leaders and experts is also provided.

HEART Program

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication/community development, nutrition/food preparation, and primary health care. Students receive three hours of Taylor credit for this program, which takes place at the Heart Institute in Lake Wales, Florida.

Hong Kong Baptist University

A consortium agreement with Hong Kong Baptist University (HKBU) allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU, the only Christian university in the People's Republic of China. While living in campus dormitories with Chinese students, participants can earn from 12 to 17 hours of transferable course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation and the humanities.

Huron University USA in London

Junior and senior business majors have the opportunity to study and gain international internship experience in London through a consortium agreement with Huron University USA in London (Huron). Campus facilities, classrooms, offices and hall of residence are located in South Kensington, London. Students earn 12-17 hours of transferable course credit via traditional American-style classes, British-style tutorials and an internship (required). Students enroll in the one credit hour independent study course Christianity in a Cross-Cultural Setting for Taylor credit while attending Huron.

International Business Study Tour

The business department sponsors this business study tour during January interterm or in the summer. Students visit various international sites using these locations as their classroom to study trade, economics and other business topics.

ITB 381 **3 or 4 hours**
International Business Tour
A study tour of selected international locations to focus on regional trade, economics and business topics. Issues of cultural differences, conflicts, compromises and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. Prerequisites: MKT 231, ECO 202 or 190, sophomore standing within a business division major/minor. *Offered January interterms.*

Irish Studies Program

The Irish Studies Program of Taylor University is designed to help college students expand cultural and spiritual awareness by studying and experiencing the history and culture of Ireland. With an emphasis on the integration of faith, learning and living, the Program seeks to develop an understanding of Ireland and its people through curricular and co-curricular activities. Students earn 16-17 hours of credit. The Program is located in the quiet seaside town of Greystones in County Wicklow, Ireland. Just 20 miles south of Ireland's capital, Dublin, Greystones provides students with a safe and pleasant community, including a harbor, beach and cliff walks.

ISP 200 **1 hour**
Hill Climbing
This course is designed to introduce students to a variety of basic techniques and principles necessary for a safe and enjoyable hiking experience, as well as promote

a lifelong activity that aids in developing a healthy life style. Particular areas of content include gear selection, basic land navigation skills, hiking technique, trip planning, Leave No Trace ethic and first aid. Students complete a variety of reading assignments as well as keep a journal of their hiking experiences. *Part of the Irish Studies Program. Meets PHP200x requirement for general education.*

ISP 220 **3 or 4 hours**
Contemporary Ireland
This course entails an investigation into the theory and application of contemporary Irish society. This includes a study of the geographic, social, cultural, political, artistic, and religious aspects of Ireland. Attention will also be paid to an understanding of historical conflict and reconciliation especially as it is currently being played out in Northern Ireland and its effects on the people in the Republic. Exploration of these topics occurs through involvement with Irish people, engagement in cultural activities, studying the history, culture, geography, and literature of Ireland, conversations with one another, as well as personal journaling. *Part of the Irish Studies Program. Meets a social science-civic engagement requirement for general education.*

ISP 225/325 **3 hours**
History of Ireland
This course deals with the different people who became permanent settlers in Ireland over the centuries and of the contribution that each has made to the development of an Irish society and economy, and to a distinctive Irish artistic and political life. The early lectures consider the Celts, the Vikings and the Anglo-Normans, but the principal focus is on the modern centuries with a detailed treatment of English and Scottish Protestant settlements in Ireland of the interaction of these settlers and their decedents with the Catholic population. Special attention is given to the major conflicts that occurred, especially those of 1642-52, the 1790s and the current conflict in Northern Ireland. Finally, consideration is given to the Anglo-Irish War of Independence and the Irish Civil War. *Part of the Irish Studies Program. Meets history requirement for general education. History majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.*

ISP 230/330 **3/4 hours**
Irish Literature
This course concentrates upon literature written by Irish writers within Irish contexts and landscapes--intellectual and emotional when not physical. Assignments exploit unique opportunities available while studying in Ireland itself, adjacent to England. More complicated is the colonial influence upon Ireland, the island's currently divided space; "the troubles," and the connection between high art and popular expression. Thus, a focus of the course will be how the search for a literary voice not only parallels, but indeed facilitates the search for a national Irish identity. Acknowledging writers' interest in Gaelic language and culture, students read works in English. Noting the role of musical performances in pubs and the rhetoric of the public sphere, the course concentrates upon fiction, poetry, and

drama. *Part of the Irish Studies Program. Meets literature requirement for general education. English majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.*

ISP 250 **1 hour**
Participation in the Arts
This course introduces the student to part of the Irish cultural heritage through dance and music. Students learn the basics of Irish dancing and playing the bodhran drum.
Part of the Irish Studies Program. Meets participation in the arts requirement for general education.

ISP 320 **2 hours**
Living Cross Culturally
This course helps students reflect on their values, attitudes, and behaviors and those of their home culture in comparison to the Irish culture. Students are encouraged to develop understanding of and adaption to a different culture as well as empathize with persons from that culture. Personal development through this process is emphasized. *Meets cross-cultural requirement for general education.*

ISP 355 **3 hours**
Celtic Christianity
A survey of Christian belief as developed during the history of the church with a special focus on Medieval Christianity in Ireland. *Part of the Irish Studies Program. May substitute for REL 313 as a general education requirement.*

Israel/Greece Study Tour

The department of biblical studies on the Upland campus sponsors a three-week trip to Israel and Greece during January interterm. The trip focuses on biblical developments of the Old and New Testament eras. Special emphasis is placed on the archaeology of Jerusalem, Jesus' ministry in Galilee, and the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

BIB 103 **3 hours**
Introduction to Holy Land Studies
A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. *This course may count for either BIB 110 or 210, a departmental elective or cross-cultural requirements. Offered January interterms.*

Jerusalem University College

The department of biblical studies offers an opportunity for fall or spring semester studies at Jerusalem University College (JUC) in Israel. Choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict and experience modern and

ancient cultures. This program provides a basic understanding of the land and people of the Bible and of the Middle East. *Availability of the program in fall and spring semesters is dependent upon review of current political conditions.*

JUC 300 **12-17 hours**
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history and archaeology will receive 12-17 hours of Taylor credit to be identified on the basis of courses selected when they enroll. *Applicability toward the major, general education and cross-cultural requirements must be determined in advance by petition or course selection.*

Latin American Studies Program
This semester program based in San Jose, Costa Rica, is offered through the Council for Christina Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program (LAS) offers three tracks including international business (fall semester, tropical science (spring semester) and advanced language and literature (both semesters). All students study the Spanish language and become immersed in the rich culture and history of Latin American people. Students reside in the homes of Costa Rican families, engage in a service project and travel within Central America.

Core Courses
LAS 300 **6 hours**
Latin American Studies Spanish Language Study
Students participating in the Latin American Studies Program study grammar, conversation and literature in a Spanish class that is determined by the student's level of proficiency.

LAS 315 **3 hours**
Latin American History, Contemporary Issues and Perspectives
This seminar introduces the social, historical, political, economic, philosophical, and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latinos and field trips to various sites. This seminar is designed to introduce students to the: 1) Historical development of Latin America, including selected case studies, 2) Variety of analytical perspectives from the Latin American reality is explained and understood, 3) Character, past and present, of U.S. policy n the region, and 4) Nature and influence of the economic reality in the region.

LAS 318 **1 hour**
Travel Practicum
The LASP group travels to several countries in Central America during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Among other assignments, students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

Advanced Language and Literature Concentration

This concentration focuses on the social, cultural, political, economic and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences and related literature. This concentration is designed to: 1) Expand students' Spanish language skills through a seminar taught exclusively in Spanish, a practicum with a Latin American organization and the daily use of Spanish while living with a Costa Rican host family, 2) Examine Latin America through its literature, using it as a means to examine society and culture, 3) Meet and interact with prominent literary figures in the region, 4) Take part in work/service opportunities, and 3) Attend local theatrical and film productions.

LAS 350 3 hours
Language & Literature Seminar

LAS 355 3 hours
Language & Literature Service Opportunity

Environmental Science Concentration

Participants in this concentration explore the natural sciences in a tropical setting and study their influence on the process of sustainability. Students are immersed in a variety of ecosystems: dry forests, lowland rain forests, mountain cloud forests, volcanic regions, as well as beautiful reefs. Costa Rica serves as a natural laboratory. Students of the Environmental Science Concentration will: 1) Aid in longitudinal research projects ranging from ecology to ecotourism, 2) Examine sustainable development and management of Costa Rica's protected natural areas, and 3) Investigate the general ecology of several tropical biomes, including highland cloud forest, mangrove forest, coral reefs, lowland rain forests and dry forests, and 4) Study from the perspective of an informed Christian steward of the creation.

LAS 340 4 hours
Science Seminar

LAS 345 2 hours
Field Research

International Business: Management and Marketing Concentration

Business concentration students spend an intense five weeks addressing the fundamentals and application of international business. Business concentration students are exposed firsthand to the political, social, and economic realities of Latin America and must constantly answer the question: "What should the role of a Christian person be in the face of these realities?" Throughout this concentration, students will:

1) Meet Latin American business and government leaders, 2) Visit plantations, cooperatives, maquilas and the Bolsa de Valores (the Costa Rican stock exchange), and 3) Be part of a hands-on case study project.

LAS 330 **3 hours**
Business Seminar

LAS 335 **3 hours**
ITB Case Study

Latin American Studies Concentration

This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspectives, broad readings and group presentations that respond to scenarios drawn from the contemporary scene. Participants also gain valuable firsthand experiences in related service opportunities. In recent semesters, these have been organized in neighboring countries throughout Latin America. Entitled "Uniting Faith and Practice in Latin America," the concentration is designed to: 1) Introduce students to several perspectives on faith and practice in the context of Latin America, 2) Consider the historical development and current character of multiple religious perspectives in Latin America (Protestant, Catholic, Maya, etc.) and the major issues the Christian church now confronts (including liberation theologies), 3) Help students gain an understanding of the approaches to Third World development and the associated policies, especially those of para-church agencies, and 4) Challenge students to reflect biblically on the above-mentioned faith perspective and development theories in order to more fully develop one's own Christian approach to the dilemmas of Latin America. Course content is adapted to changes in Latin American society.

LAS 320 **3 hours**
Latin American Studies

LAS 325 **3 hours**
LAS Service Opportunity

Lighthouse Trips

Lighthouse is a ministry of Taylor World Outreach. Lighthouse teams go to different parts of the world to share the light of the gospel, the redemptive love of Jesus Christ, with a world in need. The teams are recruited in the spring for ministry projects that take place the following January. Students must take a required one-credit-hour course in cross-cultural ministry during the fall semester followed by the trip in January, earning three cross-cultural credit hours. The ministries include evangelistic outreach through the performing arts, work and service projects, practical missionary training, and missions surveys and are designed to optimize the cross-cultural, interpersonal and ministry aspects of the international experience.

IAS 120 **1 hour**
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. *The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.*

IAS 320 **3 hours**
Cross-Cultural Outreach
IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Additional practicums may be selected in philosophy/religion, Christian education, social work, elementary education or music during the field experience. *Offered January interterms.*

Literary London

A study of literature and culture is offered in England annually by the English department during January interterm. Students may receive credit in general education, literature or cross cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

ENG 233 **3 hours**
Literary London
A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. *Enrollment with permission of instructor. Offered January interterm.*

Lithuania Christian College

Lithuania Christian College (LCC), located in the beautiful port city of Klaipeda, and Taylor University have developed a one-semester (either spring or fall), study-abroad program. The program allows Taylor students to enroll in twelve to seventeen hours of university courses including subjects in English, Christian studies, business, history, German, psychology, philosophy and counseling.

LCC 370 **12-17 hours**
Study in Lithuania
This semester program offers a variety of courses taught in English. Applicability toward major, general education and cross-cultural requirements must be determined in advance of course selection. *Permission by program director is required.*

Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC), located adjacent to Burbank, California, provides a values-based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Council for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester-study program with internship experiences to equip students to be a positive Christian presence in the film industry. *Applicability to a major must be determined in advance by the department.*

FSC 310 **3 hours**
Introduction to Filmmaking
An introduction to the theory and practice of motion picture filmmaking. Topics will include familiarity with filmmaking equipment; basic motion picture techniques; converting ideas to images; the use of lighting, editing, and sound in film; and the role of acting, directing and good storytelling in the filmmaking process. Students make several short super 8mm films that manifest their faith in content and process.

FSC 312 **3 hours**
Screenwriting
An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialog development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

FSC 313 **3 hours**
Seminar on Independent Film Production
An introduction to the process of producing an independent feature film. Topics include legal structures, business plans, preproduction activities such as scheduling and budgeting, and an overview of the producer's role in production, and distribution. Attention is given to the Christian's unique contribution to producing.

FSC 315 **3 hours**
Acting in Hollywood
An introduction to the practice and process of acting in the Hollywood entertainment arena. Topics include the role of agents, managers, casting directors and unions; equity waiver theatres and showcases; photos and resumes; and an exploration of the audition process used for commercials, live theatre, film and television. The class will provide a limited number of both off and on camera acting exercises. Attention will also be given to the unique role and demands that the acting profession places on the Christian actor.

FSC 320 **4 hours**
Faith, Film and Culture
A study of the relationship between film and popular culture, with emphasis on Christianity's role in these arenas. The course examines how faith, film and culture mutually influence one another. It includes an overview of the historical relationship between the church and the movies, an understanding of a theology of the arts, a cultural studies approach to the nature of the arts in popular culture, and the Christian's role in identifying, discerning and ultimately influencing movie content.

FSC 492 **6 hours**
Internship
A nonpaying internship in some aspect of the Hollywood entertainment industry, which provides students real-life exposure to the business.

Middle East Studies Program

The Council for Christian Colleges and Universities sponsors a Middle East Studies Program (MES) in Cairo, Egypt. Students who are juniors and seniors are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester. Courses such as Introduction to Arabic Language, People and Cultures of the Middle East, Islamic Thought and Practice in the Middle East, and Conflict and Change in the Middle East maximize the educational, experiential impact of the curriculum. The program includes two travel components: one to Israel/Palestine and one to Jordan, Syria and Turkey. Involvement in a local service project is an important component of the program.

MES 100 **4 hours**
Introduction to Arabic Language
While focusing on spoken Arabic, students are given a solid grammatical introduction to the language. Students are also introduced to the major genres of Arabic literature with consideration of how the Christian faith relates to themes encountered in Arabic literature.

MES 310 **4 hours**
People and Cultures of the Middle East
This course seeks to acquaint students with the enormous varieties of peoples and cultures found in the Middle East. Literature, music, dance and food are integrated into the learning experience. The course examines the basic structure of historical and contemporary societies and cultures with a special emphasis on those found in Egypt, Jordan, Syria and Turkey.

MES 312 **4 hours**
Conflict and Change in the Middle East
The purpose of this course is to help students understand the historical, political and religious transformations that have occurred in the last century. The Arab-Israeli conflict will receive special emphasis with the goal of helping students understand the complexity of the issues surrounding the current attempts to establish a lasting peace. The course includes an extended travel component based in Jerusalem.

MES 322 **4 hours**
Islamic Thought and Practice in the Middle East
This course examines the doctrines, rituals, jurisprudence, and historical vision of Islam with an emphasis on contemporary expressions of Islam in the Middle East.

Oak Ridge Institute for Science and Education
Taylor's division of natural sciences maintains a collegial relationship with the staff of the Oak Ridge Associated Universities. Taylor has been one of the leading participants in the highly rigorous and demanding program experimenting with the use of radioisotopes in biology, chemistry and physics. During January interterm sessions, students join other college and university participants to study and conduct research experiments.

Oregon Extension
Taylor University participates in the Oregon Extension, a program of Houghton College, through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of transferable credit under the general category of Contemporary Life and Thought.

The Orvieto Semester
Taylor University students interested in Italian culture, arts and humanities may participate in The Orvieto Semester of Gordon College (Orvieto, Italy). Students earn 16 hours of transfer credit through the Student Visitor Program of the Christian College Consortium. Ideal for students in their junior year.

Oxford Study Program
The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. Learning is facilitated by a tutorial method at England's Oxford University. The program consists of various group meetings to assimilate British culture. Each Taylor student meets weekly with an Oxford tutor on a topic of

the student's choice for Taylor credit. Students are hosted in homes of British church families.

Russian Studies Program

Students may earn up to 16 hours of credit while discovering firsthand the richness of the Russian language, culture and history through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The Russian Studies Program (RSP) makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debate; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture. The semester includes the opportunity to participate in a service project and to live with Russian families. Applicability to a major must be determined in advance by the department.

RSP 100 4 or 6 hours
Russian Language Study
While primary focus of the Russian language course is on conversational Russian, other goals include equipping students to be comfortable with basic reading and writing in Russian. Placement in this course of study corresponds to level of proficiency. Contact with students, faculty and host families facilitates language acquisition.

RSP 310 4 hours
Russian Peoples, Culture and Literature
Using the resources of Moscow, St. Petersburg and Nizhni Novgorod, students study the Russian people and culture throughout history using well-known works of Russian literature to examine changes in Russia. Works by Tolstoy, Dostoyevsky, Gorky and Bulgakov are used. Visits to appropriate sites, including homes of literary figures, museums, and historic cities and villages are included in this seminar.

RSP 311 3 hours
Russia in Transition
Students are introduced to the complexities of transition from a centrally planned economy to a free market system and establishment of democratic institutions as they take an in-depth look at Russia since 1991. Students discuss the changes and their impact on Russia's economy, political institutions and the life of the Russian people. The seminar includes service projects in selected educational institutions, orphanages, businesses and other organizations in the Nizhni Novgorod region, as well as travel throughout western Russia.

RSP 312 **3 hours**
History and Sociology of Religion in Russia
This seminar delves into the history of religion in Russia dating from the beginnings of Christianity in the tenth century to the present day, with emphasis on Orthodoxy and Protestantism, including study of the persecution during the Soviet era and the flourishing of religious activity in post-Soviet years. The course also looks at the current government regulations from various points of view.

RSP 313 **2 hours**
International Relations and Business
Students explore issues related to the newly-arising world of business in Russia. Cultural differences, economic potential, ethics and government policy will be examined.

SCHOLARS' SEMESTER IN OXFORD

The Scholars' Semester in Oxford (SSO) is a partnership with the Council for Christian Colleges and Universities. SSO presents an opportunity to learn about literature, the classics, history, theology, philosophy and more in this city dedicated to scholarship. Participants earn 17 credit hours as a member of Wycliffe Hall and as a visiting student of Oxford University. Because of Oxford's intense academic environment, students must have a minimum of 3.5 GPA.

SSO 300 **4 hours**
Christianity and Cultures
The course will examine the historical interaction of the Church and key individuals, trends, movements, and ideas. It will examine the conversion of culture (both conversion toward and away from Christianity) and the development of trajectories that have substantially shaped the way Christians in general, and the different theological traditions in particular, have dealt with the broader culture.

SSO 310 **4 hours**
Integrative Seminar
This seminar integrates both the tutorial work and participation in Oxford faculty lectures which pertain to the student's field of study. The seminar allows students to reflect on key methodological issues within their concentration, encouraging them to learn from each other as well as from the tutor, and requiring term papers rather than weekly essays. This course concludes with an integrative exam that allows students to draw upon the main themes of their course of study. Integrative seminars are available in: Classics, English and Literature, Theology and Religious Studies, Philosophy, and History.

SSO 320 **6 hours**
Primary Tutorial
This course, chosen in the same field of study as the integrative seminar, is typically one-on-one, supplemented by Oxford faculty lectures. The tutorial is usually based on the presentation of one short essay responding to an assigned question, and is

carried out as a conversation between the tutor and the student. Offered tutorials cover a range of topics.

OHP 330SO **3 hours**
Secondary Tutorial
Similar in structure to the primary tutorial, the secondary tutorial may either compliment a student's concentration or provide an opportunity to study in a field outside their concentration. Offered tutorials cover a range of topics.

Semester in Spain

The department of modern languages participates in the Semester in Spain program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain. The city's theatres, galleries, museums and 400-year-old university provide many opportunities for cultural activities.

SPA 300 **12- 16 hours**
Study in Spain
A language study experience for students participating in Taylor University's consortium agreement with Trinity Christian College's Semester in Spain program. Course content varies according to the student's level of proficiency in Spanish. Applicability to a major or minor other than Spanish must be determined in advance by the department.

Summer Institute of Journalism

Student news writers and editors from Council for Christian Colleges and Universities campuses explore journalism in Washington, DC The Summer Institute of Journalism (SIJ) blends classroom experience with hands-on news gathering and news writing opportunities over an intensive four weeks from mid/late-May to mid/late-June. SIJ offers seminars with over 25 top professional journalists from media as varied as *USA Today*, CNN, *The Washington Post*, *National Geographic* and *Christianity Today*. Four hours of academic credit are granted by Taylor University.

Uganda Christian University

The Uganda Studies Program (USP) is a partner program through the Council for Christian Colleges and Universities. USP seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country.

USP 370 **16 hours**

Uganda Studies Program
The Uganda Studies Program (USP) is designed to integrate the study of culture, history, religion, politics and humanities into a blended classroom and experiential survey of Ugandan life. It is comprised of an experiential course designed especially for USP students, two or three flexible core classroom courses and up to two electives chosen from Uganda Christian University's Honours College. Students may earn up to 16 credit hours; Actual courses and grades are attributed to the Taylor University transcript in place of USP 370 when the student's official program transcript is received by Taylor University.

Physical Education And Human Performance

Three PHP courses are required to meet the general education requirement at Taylor University - PHP 100 (1 hour) and two different PHP 200 courses (1 hour each). Elementary education majors satisfy one hour of PHP 200 by taking PHP 250. PHP 100 is a prerequisite to any course taken to satisfy the PHP 200 requirement.

Physical Education and Human Performance Courses

PHP 100 **1 hour**
Fitness for Life
A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. *This course, a requirement for all students, satisfies one of the three general education requirements in PHP.*

PHP 200 **1 hour**
General Physical Education
These courses are designed to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses are offered each semester from the list below. *Prerequisite: PHP 100.*

The individualized physical education course is designed for students who fit into one of the following three categories: (1) the student has a physical problem that prohibits completion of another PHP 200 course; (2) the student would like to do an activity that is not offered as an PHP 200 course; and (3) the student is near graduation and cannot schedule another PHP 200 course. Students design their own personal program under the direction of the course instructor and engage in that program throughout the semester. The program must include a cardiorespiratory

component. A physical fitness assessment and cognitive assignments are also a part of the course. Students must apply to and be approved by the PHP instructor in order to register for the course. Prerequisites: PHP 100 and PHP 200 (1 credit).

The athletic participation course is designed for students who compete on an intercollegiate athletic team. **Students must select and register for this course in the term in which they are participating in the sport and must meet the prerequisite. Credit will not be given for athletic participation retroactively.** Students must apply to and be approved by the associate Registrar and the athletic director in order to register for this course. *Prerequisites: PHP 100.*

PHP 200A Aerobic Conditioning
PHP 200B Badminton
PHP 200F Softball
PHP 200I Individualized Physical Education
PHP 200K Basketball
PHP 200L Bowling
PHP 200P Personal Fitness
PHP 200T Tennis
PHP 200V Volleyball
PHP 200W Weight Training
PHP 200Z Athletic Participation

PHP 250 3 hours
Elementary School Health and Physical Education
This course is designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. *Prerequisite: PHP 100.*

Physics

Physics Courses

PHY 120 4 hours
Experiences in Physical Science
Intended for nonscience majors. Selected topics from physical science are studied to afford insight into man's current understanding of natural phenomena, the models used to represent nature, and methods used in the quest to fathom the physical universe. Three hours of lecture and two hours of lab each week. *Meets general education physical science requirement.*

PHY 121 4 hours
Survey of Physical Science for Elementary Teachers

Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects provide experiences working with elementary school children. Four hours of lecture and two hours of lab each week. *Meets general education physical science requirement.*

Political Science

Political Science Courses

POS 100 **3 hours**
American Politics
Primary emphasis is given to the relationship between the theories and ideals of democracy and the actual practice of making and implementing policy. The course considers the constitutional system as well as the institutions of American government. *Meets general education civic engagement or general social science requirements.*

POS 385 **3 hours**
American Constitutional Development: Institutional Powers
Considers the development of judicial review in relation to the powers of the President and Congress. Focuses on judicial interpretations of the commerce and taxing clauses as well as state powers under the due process clause of the 14th Amendment. *Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered fall semester.*

POS 386 **3 hours**
American Constitutional Development: Civil Rights Liberties
Focus is on the Bill of Rights and the equal protection clause of the 14th Amendment. Considers such topics as freedoms of speech, press and religion, the civil rights movement and the controversy over privacy rights. *Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered spring semester.*

Prelaw Courses

PRL 441 **3 hours**
Legal Studies
Designed for those who expect to attend law school. Students gain experience with the writing, reading, and critical thought levels expected of all law students. The course is taught by an attorney.

Professional Communications

Within the contexts of a Christian worldview, the liberal arts, and professional education, the purpose of the professional communications department is to develop students' abilities to think, listen, speak, and write clearly, analytically, critically, and creatively. The department offers majors in English Studies, Professional Writing, Public Relations, and communications studies. Its mission is to equip competent communicators who are prepared to influence the world for Christ.

Students may double major in Public Relations and English Studies or Professional Writing. Students are encouraged to complement their major area of study wit a concentration in journalism.

English Studies Major

A major in English studies provides students with a strong liberal arts preparation for a variety of careers including business, law, ministry, research, library science, civil service and administration, as well as writing, editing, and publishing.

The English studies major is designed to be pragmatic. While retaining the essential components of a traditional English major, it seeks to prepare students for professions that require strong communication skills, proficiency in written and spoken English, and the ability to think critically.

The bachelor of arts degree with a major in English studies requires two years of one foreign language and a minimum of 38 hours in addition to ENG 110. Required courses are:

Core Requirements

ENG 212	4	Critical Approaches to Literature
ENG 302	4	Linguistics and Grammar
ENG 333	4	Business and Technical Writing
ENG 493	3	English Senior Capstone
CAM 332	3	Desktop Publishing
ENG 250	3	British Literature
or		
ENG 233	3	Literary London

Select two literature survey courses from:

ENG 230	3	World Literature
ENG 240	3	American Literature

Select one communications course from:

CAS 201	3	Corporate Communication
CAS 340	3	Intercultural Communication
CAS 372	3	Communication for Change

Select one upper-division writing course from:

ENG 320	3	Poetry Writing
ENG 321	3	Fiction Writing
ENG 472	4	Freelance Writing
CAM 320	3	Advanced Reporting
CAM 343	3	Editing

Select two literature upper-division courses from:

ENG 361	4	Drama
ENG 362	3	Shakespeare
ENG 370	1-4	Selected Topics: Themes & Genres
ENG 371	4	The Novel
ENG 373	4	Literatures of Cultural Diversity

Select one upper-level ENG elective (3-4 hours)

English Studies/Systems Major

The bachelor of science degree with a major in English studies/systems consists of the 38 hour requirement and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

Systems Requirements:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	3	Information Systems Design
SYS 401	4	Operations Research
ENG 393	3-4	Practicum

Professional Writing Major

The professional writing major focuses on the development of practical writing skills students need for careers as freelance writers, book and magazine editors, novelists, and short story writers. The aims of the program are to teach students how to write in a contemporary style that will be marketable to a contemporary audience,

to teach students how to market their manuscripts, to make students knowledgeable about all business aspects of writing, and to expose students to the wide range of professional writing opportunities. Professional writing majors are required to develop a portfolio of published credits.

The bachelor of arts degree in professional writing requires two years of one foreign language and a minimum of 40-42 hours including:

Core Requirements:

ENG 212	4	Critical Approaches to Literature
ENG 321	3	Fiction Writing
ENG 333	4	Business and Technical Writing
ENG 393	4	Practicum
ENG 460	3	Writing Seminar
ENG 472	4	Freelance Writing
ENG 493	3	English Senior Capstone
CAM 150	3	Basic Reporting for the Media

ENG 460 must be taken twice for a total of six hours.

One course from:

CAM 320	3	Advanced Reporting
CAM 343	3	Editing
CAP 220	3	Pub. Relations II: Writing & Production
ENG 320	3	Poetry Writing
ENG 475	3	Writing for Publication

Two literature courses (one must be upper-division) from:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature
ENG 361	4	Drama
ENG 362	3	Shakespeare
ENG 370	1-4	Selected Topics: Themes & Genres
ENG 371	3	The Novel
ENG 373	4	Literatures of Cultural Diversity

Professional Writing/Systems

The bachelor of science degree with a major in professional writing/systems consists of the 40-42 hour major requirement and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

Systems Requirements:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics
MAT 382	3	Advanced Statistics
SYS 200	3	Basic Systems
SYS 310	3	E-Commerce
SYS 390	3	Information Systems Analysis
SYS 392	1	Systems Seminar
SYS 394	2	Information Systems Design
SYS 401	4	Operations Research
ENG 393	3-4	Practicum

Public Relations Major

A major in public relations enables students to develop communication knowledge and skills needed for careers in public relations, print and broadcast media, advertising, business communication and a variety of Christian ministries. In a rapidly changing communications dominated world, a need exists for Christian communicators who can become the healing presence of Christ.

The bachelor of arts degree with a major in public relations requires two years of one foreign language and a minimum of 48 hours including:

Core Requirements

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication
CAM 150	3	Basic Reporting for the Media
CAM 320	3	Advanced Reporting
CAM 332	3	Desktop Publishing
CAP 112	3	Public Relations I: Theory & Practice
CAP 220	3	Public Relations II: Writing & Production
CAP 320	3	Public Relations III: Research & Evaluation
CAP 393	4	Practicum
CAP 420	3	Public Relations IV: Campaigns & Cases
CAP 492	8	Internship
CAP 493	3	Communication Art Senior Capstone

Select nine additional elective hours from:

CAS 201	3	Corporate Communication
CAS 340	3	Intercultural Communication
CAS 370	1-4	Selected Topics
CAS 372	3	Communication for Change

CAP 370	1-4	Selected Topics
CAM 240	3	Photojournalism
CAM 250	3	Mass Media
CAM 343	3	Editing
CAM 383	3	Broadcast News
ENG 333	4	Business and Technical Writing
MKT 460	3	Writing Seminar
MKT 231	3	Principles of Marketing

Public relations majors are required to work with approved campus media at least three semesters; however, the hours do not count in the major hour requirement or the major GPA.

Public Relations/Systems Major

The bachelor of science degree with a major in public relations/systems consists of the 48 hour major requirement and curriculum requirements in systems analysis. All systems curriculum courses must be completed with a grade of C- or better. Courses include:

COS 120	4	Introduction to Computer Science
COS 240	3	Business Application Programming
or		
COS 250	4	Data Structures
IAS 330	3	Human Relations in Organizations
MAT 151	4	Calculus with Analytic Geometry I
MAT 210	4	Introductory Statistics

Public Relations Minor

A minor in public relations requires 21 hours including:

CAP 112	3	Public Relations I: Theory & Practice
CAP 220	3	Public Relations II: Writing & Production
CAP 320	3	Pub. Relations III: Research & Evaluation
CAM 150	3	Basic Reporting for the Media

Select nine additional elective hours from CAP, CAS and CAM courses.

Communication Studies Minor

A minor in communication studies requires 21 hours including:

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication
CAS 201	3	Corporate Communication

Select a minimum of 12 hours from:

CAS 340	3	Intercultural Communication
CAS 370	1-4	Selected Topics

CAS 372	3	Communication for Change
CAP 112	3	Public Relations I: Theory and Practice
CAM 250	3	Mass Media

Journalism Concentration

Journalism is an optional concentration that complements a major in public relations, English studies, or professional writing. The concentration may not be added to any other major. The journalism concentration requires 25 hours including:

CAM 150	3	Basic Reporting for the Media
CAM 240	3	Photojournalism
or		
CAM 383	3	Broadcast News
CAM 250	3	Mass Media
CAM 300	1-2	Media Laboratory
CAM 320	3	Advanced Reporting
CAM 332	3	Desktop Publishing
CAM 343	3	Editing
CAM 393	4	Practicum

English Minor

The English minor consists of at least 16 hours in addition to ENG 110 and may not be combined with professional writing or English studies majors.

Required courses are:

ENG 212	4	Critical Approaches to Literature

Select at least one course from:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature

Select three additional ENG courses of at least three credits each.

Must take at least four semesters of CAM 300.

Major and Minor Concentration Combinations

Public relations majors are encouraged to choose a minor within or outside of the communication arts department. Students who major in public relations and minor in communication studies may count a total of ten hours toward both.

Students seeking a public relations major and a journalism concentration may not count CAM 240, CAM 250, or CAM 343 as elective credit toward a public relations major. CAM 393 may be substituted for CAP 393. Media Laboratory may fulfill the media participation requirement for both programs. Students seeking an English Studies major may not select CAM 320 or 343 to fulfill upper-division writing courses. Students seeking a professional writing major may not select CAM 343 to fulfill an elective toward the major.

Public Relations Courses

CAP 112 **3 hours**
Public Relations I: Theory and Practice
A survey of public relations and its function in corporate, nonprofit, government, and ministry organizations. Special emphasis is placed on the application of theory to public relations planning and practice.

CAP 220 **3 hours**
Public Relations II: Writing and Production
Focuses on the development and application of writing and media production skills for public relations message dissemination. *Prerequisite: CAP 112.*

CAP 320 **3 hours**
Public Relations III: Research and Evaluation
Formal and informal research strategies and techniques for planning and evaluating public relations programs. *Prerequisite: CAP 220.*

CAP 360 **1-4 hours**
Independent Study
Prerequisite: Approval of the program director of communication arts.

CAP 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAP 393 **1-4 hours**
Practicum
Prerequisite: Approval of the program director of communication arts. Pass-fail only.

CAP 420 **3 hours**
Public Relations IV: Campaigns and Cases
Analysis, planning, and implementation of public relations campaigns and cases involving private and public, profit and nonprofit organizations. *Prerequisite: CAP 320.*

CAP 492 **4-8 hours**

Internship
A professional, supervised internship in a work setting related to the major field of study. *Prerequisites: Completion of departmental and major core courses and approval of the program director of communication arts.*

CAP 493 **3 hours**
Communication Art Senior Capstone
A working seminar examining issues related to public relations practices. Involves researching, designing, and presenting a professional proposal and includes portfolio development. *Prerequisite: completion of 35 hours in the major including CAP 320 and 393.*

Communication Studies Courses

CAS 110 **3 hours**
Public Speaking
Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening. *Meets general education speaking requirement.*

CAS 120 **3 hours**
Interpersonal Communication
The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships. *Meets general education speaking requirement.*

CAS 201 **3 hours**
Corporate Communication
Focuses on the application of business communication skills. *Not recommended for freshmen.*

CAS 340 **3 hours**
Intercultural Communication
The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. *Offered spring semester of even years.*

CAS 360 **1-4 hours**
Independent Study

CAS 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAS 372 **3 hours**

Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion.

Journalism Courses

CAM 150 **3 hours**
Basic Reporting for the Media
A beginning course in covering beats, reporting, and writing news. *Prerequisite: ENG 110.*

CAM 240 **3 hours**
Photojournalism
Focuses on the uses of photography in print media. Students learn to compose, take, process and caption photographs for use in journalism and public relations. *Prerequisite: CAM 150. Additional fees involved.*

CAM 250 **3 hours**
Mass Media
Examines the role of mass media in society and its impact upon education, religion, business, and politics. *Prerequisite: ENG 110.*

CAM 300 **1-2 hours**
Media Laboratory
One or two hours of credit may be earned for work on campus media positions approved by the director of communication arts on the Fort Wayne campus. A maximum of six hours may count toward graduation. Media laboratory credit hours do not meet the major requirements in the communication arts department. *Prerequisite: Permission of the communication arts program director.*

CAM 320 **3 hours**
Advanced Reporting
An advanced course that emphasizes in-depth reporting. A practical hands-on course focusing on interviewing techniques, research methods, Internet resources, the Freedom of Information Act, and other investigative tools for today's journalist. *Prerequisite: CAM 150.*

CAM 332 **3 hours**
Desktop Publishing
This course exposes students to design principles and the latest trends in desktop publishing. In addition to learning the basics of design, students will learn how to use relevant software packages.

CAM 343 **3 hours**
Editing

Focuses on the discipline of copy editing to ensure consistency, accuracy and clarity of language. Among other topics, students will be exposed to style manuals used within the industry. *Prerequisite: CAM 150.*

CAM 361 **3 hours**
Publication Design
Examines the layout and print production process for newspapers and magazines. Special consideration is given to photo enhancement and color design and production. *Prerequisite: CAM 332.*

CAM 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAM 383 **3 hours**
Broadcast News
Provides students with practical experience in covering, writing, and editing news for radio and television. Allows students to develop skills in both studio and field news production. *Prerequisite: CAM 150.*

CAM 393 **1-4 hours**
Practicum
Prerequisite: Approval of the communication arts program director. Pass-fail only.

Writing and Language Courses

ENG 100 **2 hours**
College Writing Fundamentals
Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. *Offered fall semesters.*

ENG 110 **3 hours**
Expository Writing
Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. *To be taken during the freshman year. Meets general education writing requirement. ENG 110 is prerequisite to all other English courses except ENG 100, 230, 233, 240, and 250.*

ENG 212 **4 hours**
Critical Approaches to Literature
Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Recommended for all students who desire greater reading and writing skills. *Prerequisite: ENG 110. Offered spring semesters.*

ENG 302 **4 hours**
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. *Prerequisite: ENG 110. Offered spring semester of odd years.*

ENG 320 **3 hours**
Poetry Writing
Comprehensive instruction and guided workshop in writing poetry. *Prerequisite: ENG 110.*

ENG 321 **3 hours**
Fiction Writing
Comprehensive instruction and guided workshop in writing fiction. *Prerequisite: ENG 110.*

ENG 333 **4 hours**
Business and Technical Writing
Practice in the forms of writing required in business and industry. *Prerequisite: ENG 110. Offered spring semester of even years.*

ENG 460 **3 hours**
Writing Seminar
Concentrated instruction in an area of specialized writing. Writers in residence or guest editors are brought to campus to lead classes on such topics as Scriptwriting, Religious and Inspirational Writing, Writing for Children and Young Adults, and Biography Research and Writing. Students may receive ENG 460 credit for approved off-campus experiences such as the Los Angeles Film Studies Program or the Summer Institute of Journalism. *Prerequisite: approval of the director of English program. May be taken twice.*

ENG 472 **4 hours**
Freelance Writing
Experience in the techniques and strategies of freelance writing, working toward publication. *Prerequisite: ENG 110.*

ENG 475 **3 hours**
Writing for Publication
An intensive seminar on writing manuscripts for publication. Offered in conjunction with Write-To-Publish Conference each June. Students attend workshops with authors and editors then work closely with instructor to prepare manuscripts for publication.

Literature Courses

ENG 230 **3 hours**
World Literature

A selective survey of world literary achievement from antiquity to the present. *Meets general education literature requirement.*

ENG 233 **3 hours**
Literary London
A study-tour conducted each January in England, combining study of selected major British authors with extensive sight-seeing in London and surrounding counties. Enrollment with instructor's permission. *Meets general education literature requirement. Offered January interterms via Upland campus.*

ENG 240 **3 hours**
American Literature
A survey of the American literary tradition from its origins to the present, evaluating and comparing themes, ideas, and styles. *Meets general education literature requirement.*

ENG 250 **3 hours**
British Literature
Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language. *Meets general education literature requirement.*

ENG 360 **1-4 hours**
Independent Study

ENG 361 **4 hours**
Drama
A selective survey of the historical development of drama from its origins to the present day. *Prerequisite: ENG 212.*

ENG 362 **3 hours**
Shakespeare
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theatre. *Prerequisite: ENG 212; 200-level English literature course.*

ENG 370 **1-4 hours**
Selected Topics: Themes and Genres
Examples of courses: Urban Literature; African-American Literature; The Literature of the Bible; Women in Literature; The Theology of George MacDonald and C.S. Lewis; The Victorian Religious Novel.

ENG 371 **4 hours**
The Novel
A selective survey of the historical development of the novel, from its origins to the present day. *Prerequisite: ENG 212, 200-level English literature course.*

ENG 373 **4 hours**
Literatures of Cultural Diversity
A critical study of life in a global community focusing on the twentieth century literature of one or more cultures. Primarily intended for English majors but recommended for all students desiring cross cultural awareness. *Prerequisite: 200-level English literature course. Offered spring semester of odd years.*

ENG 393 **1-4 hours**
Practicum
Taken for pass-fail credit.

ENG 493 **3 hours**
English Senior Capstone
Designed as a culminating experience for all English majors wherein students evaluate the status and the goals of their studies in a flexible forum exploring academic and professional issues. Senior Projects are completed for submission to the department. *Prerequisite:30 hours in the major. Offered January interterm.*

Theatre Arts Courses

CAT 200 **3 hours**
Oral Interpretation of Literature
Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading. *Meets general education literature requirement.*

Social Work

Social work is one of the major human service professions focused on enhancing the social functioning of individuals, families, groups, organizations and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings including hospitals, family and children's service agencies, schools, residential facilities, health care facilities, home-based services, business and industry, mental health agencies, and developmental disabilities agencies are used as service learning experiences.

The goals of the social work program at Taylor are (1) to prepare baccalaureate level social workers for beginning-level generalist practice, (2) to prepare students for graduate social work education, and (3) to integrate Christian principles with professional social work values and ethics. The social work curriculum includes five content areas: human behavior and the social environment, practice, policy, research, and field instruction.

Taylor's social work program is accredited by the Council on Social Work Education (CSWE) and offers a bachelor of arts (includes language requirement) or bachelor of science degree in social work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning-level social work practitioner in most states.

Entrance and Graduation Requirements

Entry into Taylor's social work education program begins during the sophomore year when students (1) satisfactorily complete the pre-entry courses (SWK 200, 231, SOC 100, PSY 200); (2) complete a minimum of 30 hours of volunteer experience, preferably at a social services agency; (3) receive the approval of the social work education department. Attainment of a minimum 2.5 GPA is required in the major. Students in the social work major are expected to complete a minimum of 79 hours including:

Core Requirements:

SWK 200	3	Explorations in Social Work
SWK 231	3	Social Welfare: Historical Perspective. & Development
SWK 351	3	Social Work Process & Practice I
SWK 354	3	Social Work Process and Practice II
SWK 355	3	Helping Troubled Families
SWK 362	3	Social Policy
SWK 393	4	Junior Practicum
SWK 441	3	Human Behavior & the Social Environment
SWK 451	3	Social Work Process and Practice III
SWK 452	3	Advanced Social Work Practice
SWK 482	2	Integrative Social Work Seminar
SWK 492	12	Senior Practicum
SOC 100	3	Introduction to Sociology
or		
SOC 210	3	Contemporary Social Problems
SOC 220	3	Ethnic and Minority Issues
SOC 355	4	Applied Social Statistics
JUS 353	4	Social Research Methods
PSY 200	3	Introduction to Psychology
PSY 250	4	Life Span Development
ECO 190	3	Issues in Economics
POS 100	3	American Politics
BIO 143	4	Human Biology
PSY 300	4	Abnormal Psychology

Select one social work elective from:

SWK 320	3	Unleashing the Oppressed
SWK 340	3	Working with Children
SWK 380	3	Understanding Suffering, Grief, and Loss

The bachelor of arts and bachelor of science degrees are offered in social work. Students considering work in areas that are bilingual are encouraged to take appropriate language courses. The bachelor of arts degree requires two years of one foreign language.

Social Work Courses

SWK 200 **3 hours**
Explorations in Social Work
An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Service learning component provides interaction with a variety of community based agencies. *Open to all students. Meets general education civic engagement or general social science requirement. Offered fall semester.*

SWK 231 **3 hours**
Social Welfare: Historical Perspectives and Development
Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. *Offered spring semesters.*

SWK 320 **3 hours**
Unleashing the Oppressed
This course is designed to provide the student with the necessary knowledge, values, and skills to empower people who fall into "at-risk population" groups. Those groups, who are at-risk for prejudice and discrimination typically include mental disability, developmental disability, women, elderly, sexual orientation, and religious diversity. Service learning component provides interaction with a variety of community based agencies. *Open to all students. Meets general education civic engagement or general social science requirement. Offered spring semester of odd years.*

SWK 340 **3 hours**
Working with Children
Overview of knowledge base important to effective interactions with children and adolescents. Socialization, development, welfare systems and services, legal systems, special populations, and international comparisons are studied. Application to work settings are made through readings, role plays, and personal experiences. Service learning component creates interaction with community-based agencies serving children. *Open to all students. Offered fall semester of odd years.*

SWK 351 **3 hours**
Social Work Process and Practice I
First in a four-course practice sequence designed to provide the student with the necessary knowledge, values for ethical decision making, and skills to equip the student for successful practice at the generalist social work practitioner level. Develops understanding of the nature and process of social work practice, principles, and techniques of the change process. Develops the student's ability for self-awareness and for understanding the nature of clienthood. *Prerequisites: CAS 110 or 120, SWK 200, SOC 100, and PSY 200. Open only to social work majors. Offered fall semesters.*

SWK 354 **3 hours**
Social Work Process and Practice II
Second in the four-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels, and diversity are emphasized. Participation in a group experience is required. *Prerequisite: SWK 351. Offered spring semesters.*

SWK 355 **3 hours**
Helping Troubled Families
Introduces family systems theory as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. *Open to all students. Offered spring semesters.*

SWK 360 **1-4 hours**
Independent Study

SWK 362 **3 hours**
Social Policy
Expands upon the concepts developed in Social Welfare and Public Policy to include social welfare policies that exist in today's society and how they impact those most dependent on social programs. Examines social programs in light of the problems they address, the service they provide, and their effectiveness. Addresses contemporary social issues in light of public funding decisions. *Prerequisites: POS 100 and SWK 231. Offered spring semesters.*

SWK 370 **1-4 hours**
Selected Topics

SWK 380 **3 hours**
Understanding Suffering, Grief, and Loss
Provides a basic introduction to crucial issues related to suffering and affliction, both self-imposed and those related to the human condition. Bereavement, grief, and loss across the life span will be explored. Contemporary issues related to death and dying and the roles of social institutions and services to persons affected by suffering, death and loss will be covered. Issues will be examined based on

difference in gender, culture, ethnicity, and religion and in light of the historic and contemporary Christian faith.

SWK 393 4 hours
Junior Practicum
During the January interterm of the junior year, students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. This 140 hour field lab provides the student the opportunity for observation and practice. *Prerequisites: SWK 351, and approval of the Junior Practicum coordinator. Pass-fail only.*

SWK 441 3 hours
Human Behavior and the Social Environment
The issues of abuse/violence, poverty, addictions, race/ethnicity, and health will be addressed in light of bio-psycho-social-spiritual development. The Theme of reconciliation will be applied to each issue. Serves as a capstone course for the human behavior in the social environment content of the social work major. Use of various cross-cultural literary forms are utilized in the process of research and application to the diversity found among humankind. *Prerequisites: BIO 143; PSY 250; SWK 362, 354. Offered fall semesters.*

SWK 451 3 hours
Social Work Process and Practice III
The third in the four-course generalist social work practice sequence. The social work planned change process is applied to communities and organizations. Emphasizes integration of policy, practice, and human behavior/social environment issues. The impact of racial and ethnic differences on community functioning is addressed, and practical applications are stressed. Assessment and grant writing projects are completed within and on behalf of local communities. *Prerequisite: SWK 354. Offered fall semesters.*

SWK 452 3 hours
Advanced Social Work Practice
Last in the four-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. *Prerequisite: SWK 354. Offered fall semesters.*

SWK 480 1-4 hours
Seminar

SWK 482 2 hours
Integrative Social Work Seminar

A seminar class taken by all social work majors during January term of senior year. The focus is holist integration of: 1) faith and the social work professions, 2) self and the social work profession, 3) liberal arts education and the knowledge and practice of social work, 4) self and civic-mindedness, and 5) self as global citizen. An engagement in service to a community is the core component. The community chosen for service may vary each year and will be a guiding force in the orientation activities in which the group engages prior to immersion in the community. Focused presentations are conducted with regard to: 1) stress and time management, 2) burnout prevention, and 3) senior practicum orientation. Comprehensive exams are also completed. All major coursework except the senior practicum must be completed prior to this course. A class fee is necessary to cover travel expenses. *Pass/fail only.*

SWK 490 **1-2 hours**
Honors

SWK 492 **12 hours**
Senior Practicum
A professional semester of supervised field practicum in a social work setting. 480 hours. Prerequisite: Completion of all required courses in the social work major. Offered spring semesters.

Sociology

Sociology Courses

SOC 100 **3 hours**
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions. *Meets general education civic engagement or general social science requirement.*

SOC 200 **3 hours**
Cultural Anthropology
An introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies. *Only offered periodically.*

SOC 210 **3 hours**
Contemporary Social Problems
An introduction to the study of social problems from several perspectives. Problems in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology. *Meets general education civic engagement or general social science requirement.*

SOC 220 **3 hours**
Ethnic and Minority Issues
An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States. *Meets general education civic engagement or general social science requirement.*

SOC 355 **4 hours**
Applied Social Statistics
An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem, and interpreting statistical output. *Meets general education mathematics requirement.*

SOC 360 **1-4 hours**
Independent Study

SOC 370 **1-4 hours**
Selected Topics

Summer Honors Program

This program offers academically-accomplished high-school students an opportunity to get a head start on college through a tuition free, one-week summer session. Summer Honors participants are challenged academically, spiritually, and socially.

Eligibility requirements include acquired status of a junior or senior completion of junior year in high school; a minimum 3.0 cumulative high-school GPA on a 4.0 scale; with special consideration given to grades achieved in English; written recommendation from high school guidance counselor; official high-school transcript; a completed application; nonrefundable application fee; and associated costs for room, board, and textbooks.

Alpha Chi Honor Society

Chi Alpha Omega is a campus-wide scholastic honor society, election to which is limited to not more than 10 percent of the seniors and 5 percent of the juniors. Chi Alpha Omega members are eligible to join the national scholastic honor society, Alpha Chi.

Systems

See Computing and System Sciences.

ADMISSIONS

The Application Process

Through the Admissions Office, prospective students may obtain information on how to become involved in Taylor University Fort Wayne's unique educational experiences, which weave together scholarship in the liberal arts tradition, Christian commitment and awareness, strategic career development, and a closely knit, residential campus community.

Secondary School Preparation

Applicants to Taylor University Fort Wayne should have graduated from an accredited secondary school (a GED is also acceptable) and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities. Applicants should have pursued a challenging college preparatory course load, including four years of English, three or four years of mathematics, three or four years of laboratory science, and two years of social science. Two years of foreign language are recommended. Introductory courses in music, art, and basic computing are also encouraged.

Application Procedures

Application materials may be requested by phone (1-800-233-3922) or by writing to the Office of Admissions. In addition, students may apply online at http://fw.taylor.edu/admissions. Students are encouraged to submit the required credentials early in the academic year preceding their desired enrollment.

Required credentials include an application form, high school transcript, recommendations from a guidance counselor and pastor, and aptitude test scores (either the SAT I or ACT). The Director of Admissions may request a personal interview.

Taylor University recommends that college entrance examinations first be taken during a student's junior year of high school. For tests to be considered official, they must be sent from the high school or testing service directly to the Office of Admissions, Taylor University Fort Wayne, 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807.

Nontraditional Students

Applicants to Taylor University Fort Wayne who are 24 years of age or older, are married, or have a dependent are considered nontraditional students. The University recognizes that the factors indicating an individual's potential for success in college change over time. In evaluating applications and transcripts of nontraditional students, every effort is made to be sensitive to the additional maturity and growth that life experience provides.

ADMISSIONS

Required credentials for nontraditional students include an application form, a personal recommendation, high school transcripts (or GED), and transcripts from any college attended. In addition, a personal interview and/or SAT I/ACT scores (or alternative) may be required before an admission decision is made.

Transfer Students

Transfer students are welcomed at Taylor. Taylor University Fort Wayne accepts in transfer those courses carrying grades of C- or above from accredited institutions.

Required credentials for transfer students include an application form, recommendation from pastor, transfer verification form, official high school transcript, and official transcripts from *each* college attended. Generally, a minimum college G.P.A. of 2.5 is required. Standardized test scores are required to determine proficiencies in math, reading, and writing. The transfer policy is listed in this catalog under Academic Regulations.

Regular Admission

Students may apply for admission after they have completed their junior year of high school. Most students accepted into degree programs at Taylor University Fort Wayne are admitted under regular admission status. Admission decisions are made on a rolling basis.

Provisional Status

Students who do not meet the minimum academic standards but who show unusual promise for college success may be granted provisional admission. Provisionally accepted students will follow a prescribed schedule of no more than 13 credit hours and will meet regularly with an advisor from the Academic Center for Enrichment (ACE). The prescribed first-semester schedule includes New Student Orientation, Biblical Literature I, Fitness for Life, an English class appropriate to proficiency level, Applied Learning Techniques, and an introductory course to the student's major. Tutoring will be provided in specified classes. Students admitted under this classification must earn a G.P.A. high enough to avoid academic probation at the end of two semesters in order to remain at Taylor. Provisional acceptance status does not restrict participation in intercollegiate athletics. For additional information, contact the director of the ACE.

Guest Status

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- Those high school students who wish to take college courses and apply these hours to the Credits-in-Escrow program.

- Those students who attend one of the Christian College Consortium schools and desire to compliment their preparation with course work at Taylor.
- Those individuals who wish to take one or two courses solely for the purpose of self-improvement

Guest students may earn no more than 24 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Financial aid is not available to guest students. Students who wish to apply credits toward a degree must apply for regular admission to the University through the Office of Admissions.

International Students

International students desiring admission should provide the following for consideration:

- TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate showing completion of secondary school, including the results of any examinations. Official English translations of the certificates are required.
- SAT or ACT scores. These scores are recommended for students who wish to be considered for merit scholarships. They are also used to determine proficiency requirements in math, reading, and writing.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part time during the academic year, but the income generated will not be sufficient to cover education costs.

Matriculation Deposit

Taylor University Fort Wayne requires a $100 matriculation deposit for all new degree-seeking students. All traditional students are required to live on campus unless they are commuting from their parents' home. In addition, all new residential students are required to submit a $50 room deposit with their housing application.

ADMISSIONS

The matriculation deposit confirms a student's desire to attend Taylor University Fort Wayne. When the deposit has been received and accepted, a place in the student body is secured. Matriculation deposits are honored in the order in which they are received, as openings are available.

For students enrolling for the fall term, the matriculation deposit may be paid anytime after the student's acceptance. For students who cancel their acceptance before May 1, the matriculation deposit is fully refundable. A request for a refund must be submitted in writing before May 1. Refunds will not be made after May 1.

For students enrolling for the spring term, the matriculation deposit may be paid any time after the student's acceptance. For students who cancel their acceptance before November 1, the matriculation deposit is fully refundable. A request for a refund must be submitted in writing before November 1. Refunds will not be made after November 1.

Advanced Placement or Credit by Examination

To seek advanced standing or college course credit, an applicant may take an Advanced Placement Examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement Examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; a list of score levels considered passing may be obtained from the Academic Center for Enrichment.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Additional information regarding advanced placement may be secured from the Academic Center for Enrichment or the Registrar's Office.

Student Expenses

Students attending Taylor University are paying only a part of the actual *cost* of their education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution's cost of providing the educational experience. Income from contributions, earnings on the endowment, grants, and other sources offset the total cost of a Taylor education in the determination of student costs.

The college reserves the right to increase rates if and when necessary.

Annual Costs

Refer to the Taylor University Fort Wayne Tuition and Fee Schedule for the current costs for an academic year. This publication is available in the Business Office.

Other Charges

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and cover only the materials used by the individual student. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of $100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the $100 advance payment to returning students is granted as follows: Through June 30, a full refund will be granted; July 1-14, a return of $75 will be given; July 15 and after, no refund will be granted.

College Level Examination Program

An examination fee is charged for each test administered, and an additional cost exists for each hour of college credit awarded.

Advanced Placement Credit

A fee is assessed for each hour of college credit awarded.

Student Insurance

Taylor University requires all students to carry health insurance. Taylor University facilitates an insurance program that is available to all students to help meet this requirement. If health insurance is covered via another method (i.e. parent coverage or other plan), the insurance must be waived by written confirmation. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Business Office.

Payment of Bills

The bill for fall semester is mailed to registered students at their Taylor University e-mail address and a copy to their permanent postal address approximately August 1, with payment due August 20. Initial billing for January interterm and/or spring semester is mailed approximately January 1 and due January 20. One copy is mailed to the student's Taylor University e-mail address and one to the permanent postal address. Statements are e-mailed each subsequent month to students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed.

There are two payment options available:

- Payment in full by the due date (20th of the month in which charges are billed).
- Tuition Management Service (TMS): This method of payment provides for monthly payments beginning in May, June, or July in anticipation of fall enrollment. There is a nominal one-time fee, and there are no interest charges for this service. Full TMS guidelines are available from the Business Office.

Additional information may be found in the Tuition and Fees Schedule. This publication is available in the Business Office.

Taylor charges interest based on the following policy: Any balance of fees not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to an annual percentage rate of 13 percent.

A student's account must be current to avoid a Business Office hold on registration, housing, transcripts, and/or diploma release.

Change of Registration

A refund of charges will be given to students dropping from full-time to part-time status, or lowering their part time hours, by the last date to drop a class without a transcript entry ("drop/add" period). There is no reduction to the tuition charge for dropped hours after this drop/add period. Course fees are refundable only during the drop/add period. Away from campus program tuition and fees are nonrefundable only in accordance with each program's specific refund policy.

Emergency Funds

Two emergency funds are available for student use. The Taylor University Emergency Loan is a short-term loan that permits a student to borrow up to $300 for a period of 60 days for school-related purposes. For more information, contact the Business Office.

The Taylor Parents Association raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance and emergency travel in case of death or severe sickness of immediate family are two of the most

frequent reasons for allocations of this fund. Other emergency costs will be considered. Contact the dean of students for more information.

University Withdrawal Procedures

Withdrawal forms may be secured from the dean of students.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition and room and board are based on the refund schedule.

Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit are forfeited for students who complete registration but must withdraw before May 1. Any deviations from the refund policy are at the discretion of the vice president for the Ft. Wayne campus and dean of students.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University refund and repayment policy.

Refund Schedule

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	0%	Prorated
Third Week	75%	0%	Prorated
Fourth Week	60%	0%	Prorated
Fifth Week	45%	0%	Prorated
Sixth Week	20%	0%	Prorated
Seventh Week to end of semester	0%	0%	0%

*first five days of the term

Financial Aid

The following information regarding financial aid is accurate at the time of the catalog printing but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website, http://fw.taylor.edu/financialaid or contact the financial aid office.

FINANCE AND SCHOLARSHIPS

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal or family resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's cost of attendance.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University FAFSA Supplement. An analysis of these statements yields the amount that the family is expected to contribute.

Students enrolled in Taylor University's established study abroad programs will receive financial aid as though they were on campus. Students may only receive institutional financial aid for their first study abroad program. Federal financial aid is available for additional study abroad programs. No financial aid (federal or institutional) will be awarded to students attending study abroad programs not offered through Taylor University.

Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs. Many aid programs require that a student be enrolled full time (a minimum of 12 credit hours per semester).

To continue to receive need-based financial aid a student must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Financial Aid Office or can be found on-line at http://fw.taylor.edu/financialaid/forms/sap.doc. Satisfactory academic progress for financial aid applicants/ recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, the maximum time period for a full-time student to complete his/her course of study shall be the equivalent of five academic years or until he/she has completed graduation requirements of a bachelor's degree, whichever period is less. The maximum number of terms students transferring to Taylor University may receive

financial aid will be prorated based on their entering enrollment status. Students enrolled on less than a full-time basis are subject to the above standards applied proportionally to their credit hour load.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' academic information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.
- Complete the FAFSA as soon as possible after January 1. We suggest this be done on-line at www.fafsa.ed.gov. Also complete the Taylor University FAFSA Supplement electronically at http://fw.taylor.edu/financialaid/forms. A An Indiana student whose FAFSA is not received by the Federal Processor by March 10 will not be eligible for state aid. Please also consider the following:
    1. The FAFSA may be picked up in high-school counseling offices or university financial aid offices if you cannot complete it electronically.
    2. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.
    3. The release of information to Taylor University Fort Wayne should be clearly requested on the proper page of the FAFSA. Our code number is E00624.
    4. Additional forms may be required in order to receive state aid from Pennsylvania, Vermont, Alaska, Rhode Island or Massachusetts. Students should check with their high-school guidance officer regarding which forms are required by their state.
    5. *Remember to be considered for state aid, Indiana residents' FAFSA must be received by the federal processor by March 10.*

In order to receive timely consideration in the awarding of financial aid, please submit the indicated forms and respond promptly to requests for any additional information or documentation.

Scholarships

The following institutional awards are based on outstanding scholarship or other factors not related to financial need:

Academic Merit Awards provide $800 to $7,000 per year to those who qualify.

Ramseyer Leadership Scholarships provide up to $2,000 (limited issue).

Allen County Scholarships provide $500 or $1,000 depending on need and housing, to graduates of Allen County, IN high schools.

Alumni Scholarships provide up to $1,000.

Athletic Scholarships provide varying amounts.

Pastor/Missionary Dependent Scholarships provide up to $1,500, depending on need.

Endowed Scholarships

A number of scholarships are available through the generous contributions of alumni and friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is as follows:

Rev. Harvey Ache and Jewel Ache Memorial Scholarship

Amos and Martha Amstutz Memorial Scholarship

Alumni Endowment Scholarship

Evelyn M. Barrand and Blanche E. Bradford Memorial Scholarship

Brandenberger Foundation Annual Scholarship

Hal and Tillie Carpenter Scholarship Endowment

Christianity Today Christian Leadership Award

Wilbur Ross Cochlin and Maude L. Cochlin Memorial Scholarship

Amanda Drudge Endowed Scholarship

Clifford T. and Martha L. Eichenauer Scholarship

Oscar A. and Ramona J. Eicher Scholarship

Eicher Memorial Scholarship

Everetts-Rensch Memorial Scholarship

Fort Wayne Community Foundation Business Education Fund

Clara B. French Memorial Scholarship

Enlo Gaff Memorial Scholarship

Ira Gerig Memorial Scholarship

Jacob and Alice Gerig Memorial Scholarship

Kenton Gerig Memorial Scholarship

Grabill Bank Annual Scholarship

Mary L. Haller Scholarship

Pete and Virginia Hamilton Scholarship

Jessie Lee Helrigel Memorial Scholarship
Hill-McVay Annual Scholarship
Alma Hirschy Memorial Scholarship
Theodore Hirschy Memorial Scholarship
Lillian Heaston Hogue Scholarship
Adelle and Cora Isaac Memorial Scholarship
Jerry B. Jenkins Writing Annual Scholarship
Jerry B. Jenkins Writing Endowed Scholarship
Dale and Betty Keiser Family Scholarship
Foster C. and Willodean M. Klopfenstein Scholarship
Gary Litwiller Memorial Scholarship
Lougheed Memorial Scholarship Fund for International Students
Roy Meyer Annual Scholarship
Eva Miller Memorial Scholarship
Samuel Morris Endowed Scholarship
Wayne V. Mosbaugh Memorial Scholarship
Levi and Pearl Moser Scholarship
Niblick Family Foundation Endowed Scholarship
Tami Norman Memorial Annual Scholarship
Parents Cabinet Annual Scholarship
Philip (John 1:44) Scholarship
Ponderosa Endowed Scholarship
Max and Mabel Poorman Endowed Scholarship
Verdie and Hazel Poorman Scholarship
Powell Family Social Work Annual Scholarship
George Powers Endowed Scholarship
Powers Memorial Scholarship
John L. and Mary Ramseyer Scholarship
Mary Edith Reiff/South Side High School Scholarship
Reiff Freshman Initiative Scholarship
Reiff Memorial Scholarship
Dr. Amos and Clara Reusser Memorial Scholarship
Evelyn M. Rhodes Memorial Scholarship
Charles A. Roberts Memorial Endowment
Joseph Schindler Family Memorial Scholarship
Samuel Schofield Memorial Scholarship
Schweickart Annual Scholarship

Vance and Joan Sheets Endowed Scholarship
William and Golda Sloan Memorial Scholarship
Helen Lucille Smuts Scholarship
Mary C. Spencer Memorial Annual Scholarship
Billy Springfield Memorial Scholarship
Esther K. Steinman Memorial Scholarship
Lucille E. Strait Memorial Scholarship
Clyde Taylor Endowment for World Mission
Roy F. Thompson Memorial Scholarship
Clara Troph Tripp Memorial Scholarship
Esther M. and Gilbert J. Waddington Memorial Scholarship
Dr. Alice Joy Weddle Memorial Scholarship
Forest Weddle Memorial Scholarship
Hugo and Lorena Weinman Memorial Scholarship
Herald J. Welty Scholarship
Miriam Welty Memorial Scholarship
C.H. and Ruth Wiederkehr Scholarship
George and M. Patricia Yarian Annual Scholarship
Paul and Virginia Yergens Rogers Foundation Scholarship
Dr. Daryl and Mrs. Joenita K. Yost Student Endowed Scholarship
Rev. Harold I. and Mary Elizabeth Zook Memorial Scholarship

Grants

The following grants are available to qualifying students. Please consult the Financial Aid Office regarding the appropriate applications.

- Taylor University General Grants award up to $10,,000 per year based on need.
- Church Matching Grants award up to $600 per year.
- Dollars for Scholars match awards up to $500.

Federal Aid

Anyone may apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA). The following grants are available to qualifying students:

- The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of $4,050 per year (amount subject to change on a yearly basis).
- The Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the FAFSA. It replaces an equal amount of Taylor General Grant. A maximum of $4,000 per year is provided.

FINANCE AND SCHOLARSHIPS

Loans

Students may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. It loans a maximum of $1,500 per year for freshmen and $650 for sophomores, according to financial need. These eligibility amounts are subject to change. Repayment begins nine months after the student leaves school. A 5 percent fixed interest rate is charged during repayment. Taylor University awards the loan, which must be signed for every year it is received.
- The Subsidized Stafford Loan is a bank loan, and a separate promissory note must be completed. It is based on financial need as determined by the FAFSA. The loan provides a maximum of $2,625 per year for freshmen, $3,500 per year for sophomores, and $5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student leaves school. This loan has a variable interest rate that is capped at 8.25 percent. It is available through applications provided on the Financial Aid web site www.tayloru.edu/fw/departments/financialaid/forms
- The Unsubsidized Federal Stafford Loan is not based on financial need. Interest payment is required from the date of disbursement. Otherwise, it operates the same as a subsidized loan. It cannot exceed the maximum loan limits stated above when combined with a subsidized loan.
- The Federal PLUS (Parent Loan) is a bank loan, and a separate application must be completed. It is not based on financial need and may not exceed the cost of attendance minus other aid. Repayment begins 60 days after the final disbursement of each academic year. Federal PLUS has a variable interest rate capped at 9 percent. It may be sought on line the Financial Aid web site www.tayloru.edu/fw/departments/financialaid/forms

Work

Federal Work Study is based on financial need as determined by the FAFSA. Students are allowed to earn a maximum of $2,000 per year.

State Aid

Students from Indiana may qualify for the following:

- The 21st Century Scholarship is based on financial need as determined by the FAFSA. It provides a maximum of $4,296 per year (amount subject to change of yearly basis).
- The Frank O'Bannon Grant Program consists of the Higher Education Award and the Freedom of Choice Grant. The total of all state aid is determined by financial need and the type of high school diploma attained. The grant total is capped at $9,100, with this amount subject to change on an annual basis.

The following states offer applicable state grants: Pennsylvania, Massachusetts, Alaska, Rhode Island, and Vermont state grants are awarded to students even if they attend out-of-state colleges. These grants are based on financial need as determined by the FAFSA and/or on additional forms.

STUDENT AFFAIRS

Objectives of Student Development and Services

Student Development is dedicated to upholding its objectives, which are detailed as follows:

- To provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- To provide programs that promote ethnic and cultural understanding.
- To provide professional counseling and health care services for students.
- To create a Residence Life program that encourages personal growth and fosters the practice of the Life Together Covenant.
- To provide safe and comfortable housing facilities for students.
- To provide a campus community that is safe and secure for students.
- To provide orientation services that will aid students in their transition to Taylor University and college life.
- To assist students with career planning that will result in professional preparation for placement.
- To insure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.
- To provide an intercollegiate athletic opportunity through which the student athlete can be developed, tested, and encouraged to achieve his/her maximum physical, emotional, intellectual, and spiritual potential.

Athletics

Athletics is an integral part of the "whole person" concept of education at Taylor University Fort Wayne. The total development of the student athlete is the paramount goal in the athletic program. In practical terms, participation in athletics provides an avenue through which student athletes are developed, tested, and encouraged to achieve their maximum potential physically, emotionally, intellectually, and spiritually. Athletic competition is designed to assist and support student athletes in their understanding of a Christian response to a fundamental human experience.

Intercollegiate Athletics

Taylor University Fort Wayne provides intercollegiate competition in two sports for men and two sports for women. Women's volleyball and men's soccer are scheduled during the first half of the fall semester. Overlapping the fall semester and continuing during January interterm and the spring semester are the sports of men's basketball and women's basketball.

Taylor University Fort Wayne participates in athletics as a member of the United States Collegiate Athletic Association.

Intramural Sports Program

The Intramural Sports Program is provided for student enjoyment by the athletic department in cooperation with Student Development. Intramurals are designed to provide a wide variety of activities for meeting the recreational and competitive needs of the TUFW student body. Flag football, volleyball, and basketball are provided for both men and women; coeducational competition is featured in the spring softball games. Floor hockey is a popular winter activity for men and women. Individual competition in cross-country events, tennis, and chess takes place throughout the academic year.

Student Development

Taylor University Fort Wayne Student Development expands the "whole person" education of students through programs designed to enrich and support the students' classroom experience. These programs include residence life, Taylor Student Organization, student ministries, campus safety, career development, counseling services, health services, leadership development, new student orientation, student activities and organizations, and student publications.

Residence Life

Taylor University Fort Wayne places a strong emphasis on community development. The purpose of Residence Life is to create an environment that fosters the basic values of Christian community. Residence Life's program is based on a model that includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student's life.

Residence hall facilities at Taylor University Fort Wayne are designed as living-learning centers where students are challenged to learn, grow, and apply their faith. Taylor University Fort Wayne strives to provide a community living experience through which students are exposed to a variety of learning opportunities that go beyond the scope of their classroom experiences. Residence hall directors are professionally trained to help students develop a high degree of self-direction and responsible citizenship. They serve as educators, counselors, and members of the faculty.

Housing

The residence hall facilities are designed to provide a safe and comfortable physical environment for students. Residence halls remain locked 24 hours a day. Residents gain admittance by use of a security card issued to them at the beginning of each academic year.

Housing Deposit

Students who have been admitted to Taylor University Fort Wayne and have paid the matriculation fee will automatically receive residence hall application materials from Student Development. These materials must be returned to Student Development before a residence hall assignment can be made. A $50 housing deposit must be paid to Student Development and is returned when a student leaves the university or cancels an acceptance. (Please note the refund policy.) Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

Residence Requirements

All single, traditional (under age 24) students who are enrolled in 12 or more hours per semester are required to live in a university residence hall unless they are living in the home of their parent(s)/guardian(s). Students seeking exception to this policy must fill out an Off-Campus Request Form and receive approval from the dean of students.

Room Assignments

Room and roommate assignments are made prior to the beginning of fall semester for freshmen and transfers. Assignments are made as residence hall applications are received; those who return their forms early stand a better chance of being assigned to the hall and roommate of their choice. Returning students participate in a room draw that allows them to select their own roommate and residence hall room. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

Specific residence hall regulations are listed each year in the Student Handbook. The responsibility for determining residence hall regulations rests with the residence hall staff and the Community Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with the following: window coverings, beds, mattresses, desks and chairs, dressers, and closet space. In some halls, built-in bookcase space is available.

Residents in Schultz Hall, Bethany Hall, and Wiebke House are allowed to build lofts. Approval must be obtained from the residence hall director before construction begins. All structures must meet the guidelines of the loft policy to insure proper fire safety.

Student Government

Students participate in the affairs of Taylor University Fort Wayne through the Taylor Student Organization (TSO), membership on faculty-student committees,

and personal interaction with faculty and administrators. The president of TSO serves as the official spokesperson for students.

Spiritual Life and Student Ministries

Taylor University Fort Wayne is committed to the strategic task of helping students develop a growing intimacy with God - knowing Him and loving Him. Chapel meets every Monday, Wednesday, and Friday mornings and serves as the nucleus of spiritual life on campus. Attendance at chapel is expected of every student. Students are also expected to attend a local church of their choice. Small group Bible studies are a part of each residence hall wing's activities; many students choose to form their own Bible study and prayer groups as well.

Student Ministries offers the student opportunities to become involved in practical ministry. Taylor World Outreach (TWO) is the agency through which most of these opportunities are offered. Students are exposed to world-wide ministry through World Opportunities Week in early November each year. The Practical Missionary Training arm of TWO sponsors short-term, mission outreach projects both in the U.S. and abroad. Students also are encouraged to participate in local ministries such as outreach to the county jail and juvenile detention center, nursing homes, social service agencies, and literacy building efforts.

Campus Safety

The Campus Safety Office provides a variety of services to the students, faculty, and staff of Taylor University Fort Wayne. The university employs a full-time director and a staff of student officers that provides coverage for the afternoon through early-morning hours. The director of campus safety works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. Campus Safety also oversees the campus motor pool, identification cards, emergency telephones, motor vehicle registration, and parking problems.

Taylor University Fort Wayne complies with the Student Right to Know and Campus Security Acts of 1990, which requires annual publication of campus crime statistics.

Career Development

The Career Development Office is responsible for assisting students in ascertaining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. This office also assists students in securing employment through job postings and computerized listings such as Intercristo. Taylor University Fort Wayne cooperates with other universities and colleges in the Fort Wayne area to provide access to potential employers for seniors and alumni in a job fair setting.

Counseling Services

Individual counseling is available to students on a no-fee basis. Students struggling with stress management, interpersonal relationships, family problems, or any other concern may make appointments to see the campus counselor. Students with

severe or ongoing psychological problems may be referred to a Christian psychologist or psychiatrist in the Fort Wayne area. These professional services are available at the student's expense.

The campus counselor can be reached at extension 32375.

Health Services

Because of the abundance of health-care providers in the Fort Wayne area, Taylor University Fort Wayne contracts with a local hospital to provide health services to our students. Residential students are charged a fee each semester that allows them access to medical services that deal with common illnesses and injuries. Nonresidential students may elect to enroll in this service.

Leadership Development

Taylor University Fort Wayne students gain valuable experience in leadership both through academic course work and practical opportunities. Students who are interested in being resident assistants, orientation leaders, Taylor Student Organization (TSO) officers, or Taylor World Outreach (TWO) leaders first enroll in the leadership course offered the initial seven weeks of spring semester. Through selection and election, leaders are chosen to serve the following academic year. These students receive additional training and do advance planning during the remainder of the spring semester for the following fall.

New Student Orientation

The purpose of New Student Orientation at Taylor University Fort Wayne is to provide continuing services to aid new students in their transition to Taylor, to integrate new students into the life of the institution, and to assist in the students' understanding of their own relationship to the intellectual, social, cultural, and spiritual climate of Taylor University. The program consists of Welcome Weekend, which assists in the initial adjustment to the college environment, and a one-hour course required of all freshmen students.

The course consists of a weekly one-hour lecture series and a weekly one-hour, follow-up small group discussion for the first ten weeks of each semester. Topics such as relationships, library research skills, time management, study strategies, and career decision-making are addressed. A special section addressing topics unique to nontraditional students is offered.

Student Activities and Organizations

The academic year at Taylor University Fort Wayne is complemented by a variety of social functions including professional entertainment by Christian artists, films, banquets, and talent/variety shows. Recreational activities such as bowling, roller skating, and miniature golf are also popular. Entertainment opportunities in the Fort Wayne community that TUFW students enjoy include professional theatre, the philharmonic orchestra, and professional ice hockey, basketball, and baseball.

A variety of clubs and organizations are available on campus for students with specialized interests. Some are related to academic majors, some are social in nature, and some exist for special populations such as multicultural students or married students. Freshman, sophomore, junior, and senior classes also elect officers to plan activities for their constituencies.

Student Publications

Students with writing ability, photographic skills, or artistic skills are invited each year to assist in the production of the campus yearbook, the "Vine."

Students with writing ability and who desire experience in journalism are encouraged to be staff members of The Express, the campus student newspaper.

UNIVERSITY DIRECTORY
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Carl W. Hassel, Consultant, Novi, Michigan

John O. Hershey, Retired Chairman of Board and President, Milton Hershey School, Mechanicsburg, Pennsylvania

Jerry Horne, Chief Executive Officer, Manpower Temporary Services of Western Michigan, Holland, Michigan

John R. Horne, Chairman, President and Chief Executive Officer, Navistar International Transportation Corporation, St. Charles, Illinois

Carl W. Moellering, President, Moellering Management Company, Fort Wayne, Indiana

William E. Pannell, Professor of Preaching and Special Assistant to the President, Fuller Theological Seminary, Altadena, California

Richard Russell, President, Russell Homes Inc., Grosse Pointe Farms, Michigan

UNIVERSITY DIRECTORY

Paul A. Steiner, Retired Chairman and President, Brotherhood Mutual Insurance Company, Fort Wayne, Indiana

L. Marshall Welch, President, L.M. Welch & Associates, Inc., Georgetown, Texas

Paul W. Wills, Chairman, Toledo World Terminals, Birmingham, Alabama

Paul Zurcher, President, Zurcher's Tire, Inc., Monroe, Indiana

University Administration

David J Gyertson, President

Vice Presidents
Stephen S. Bedi, Provost
Harold Hazen, Vice President for Development
Wynn A. Lembright, Vice President for Student Affairs
Ronald B. Sutherland, Vice President for Business and Finance

Associate Vice Presidents
Randall E. Dodge, Associate Vice President for Student Development and Dean of Students
Leo Gonot, Associate Vice President for Enrollment Management
Sherri R. Harter, Associate Vice President for University Advancement
Stephen Olson, Associate Vice President for Business and Operations
Ronald M. Sloan, Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus

Academic Administration

Ronald M. Sloan, Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus
Douglass A. Barcalow, Associate Dean for Academic Affairs and Dean for Christian Ministries and Music
Pamela L. Jordan, Associate Dean for Academic Affairs and Dean for Professional Studies
Deborah A. Kim, Coordinator of Off-Campus Programs*
LaGatha Adkison, University Registrar*
Gladys Smith, Associate Registrar for the Fort Wayne Campus

Division of Christian Ministries and Music
Douglass A. Barcalow, Associate Dean for Academic Affairs and Dean for Christian Ministries and Music
Douglass A. Barcalow, Chair, Christian Ministries Department
Jay Platte, Chair, Music Department

Division of Education
Donald Taylor, Associate Dean*
Carl Siler, Director for Teacher Education*
Cynthia Tyner, Chair, Education Department*

Jennifer Manth, Program Director of Elementary Education and Transition to Teaching

Division of General Studies and Academic Support
Sonja Strahm, Director of the Academic Center for Enrichment
Dan Bowell, University Librarian*
Anita Gray, Director of the Calvin English Library

Division of Professional Studies
Pamela L. Jordan, Associate Dean for Academic Affairs and Dean for Professional Studies
Pamela L. Jordan, Chair, Professional Communications Department
Larry Rottmeyer, Program Director, Graduate Business Program
J. Steven Smith, Chair, Justice Studies Department

Faculty

Faculty of Instruction

The year appearing immediately after each name indicates the first year of full-time faculty service at Taylor.

Leon W. Amstutz, 2001. Assistant Professor of Computing and System Sciences. BA, Bethel College (IN), 1973; MS, Ball State University, 1999.

Douglas A. Barcalow, 1983. Professor of Christian Education. BA, Fort Wayne Bible College, 1971; MA, Trinity Evangelical Divinity School, 1976; EdD, Northern Illinois University, 1986.

Paul S. Beach, 2000. Assistant Professor of Computing and System Sciences. BS, Taylor University, 1980; MS, Kean University, 1989.

Stephen S. Bedi, 1991. Provost, Professor of Education. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

David D. Biberstein, 1982. Professor of Pastoral Ministries. BA, Fort Wayne Bible College, 1966; MDiv, Trinity Evangelical Divinity School, 1970; DMin, Trinity Evangelical Divinity School, 1990.

Arlan J. Birkey, 1968. Associate Professor of Greek. BA, Fort Wayne Bible College, 1963; ThB, Fort Wayne Bible College, 1964; MDiv, Fuller Theological Seminary, 1967; STM, Concordia Theological Seminary, 1997.

Michael D. Cook, 1997. Assistant Professor of Psychology. BA, Albany State College, 1988; MDiv, New Orleans Baptist Theological Seminary, 1992; PhD, New Orleans Baptist Seminary, 1997.

Ruth E. Elder, 1992. Technical Services Librarian, Associate Professor. AA, Edison State Community College, 1978; BS, Miami University, 1980; MLS, Indiana University, 1985, SpLIS, Indiana University, 2000.

Susan E. Fair, 2001. Instructor of Communication Arts. BA, Anderson University, 1987; MA, Purdue University, 2001.

Laura M. Gerig, 1994. Assistant Professor of Psychology. BA, Taylor University, 1991; MA, Ball State University, 1992; PhD, Ball State University, 1996.

Wesley L. Gerig, 1957. Professor of Bible. BA, Fort Wayne Bible College, 1951; MDiv, Fuller Theological Seminary, 1954; ThM, Fuller Theological Seminary, 1956; PhD, University of Iowa, 1965.

Anita L. Gray, 2002. Director of Calvin English Library, Assistant Professor. BA, Grand Rapids Baptist College, 1982; MSLS, Wayne State University, 1991, additional graduate studies, Nova Southeastern University.

David J. Gyertson, 2000. President and Professor. BA, Spring Arbor College, 1969; PhD, Wayne State University, 1981.

Marc Hedrick, 2004 Associate Professor of Justice Studies, B.S. Southern Illinois University, 1992; M.S.Ed. Southern Illinois University, 1997; J.D. Regent University, 2003

Dennis E. Hensley, 1997. Associate Professor of English. AA, Delta College, 1968; BA, Saginaw Valley State University, 1969; MA, Central Michigan University, 1973; PhD, Ball State University, 1982.

Kenneth W. Johnson, 2000. Professor of Music. BM, Berklee College of Music, 1975; MA, University of Denver, 1981; DMA, University of Colorado, 1999.

Pamela L. Jordan, 1992. Professor of English. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; PhD, Ball State University, 1997.

Rachel E. Kellogg, 2003. Visiting Instructor of English. BA, Taylor University, 1997; MA, Indiana University, 2002.

Michele R. Mallett, 2003. Instructor of Social Work. BS, Indiana State University, 1987; MSW, University of Illinois, 1996.

Jennifer Manth, 2003 Program Director of Elementary Education and Transition to Teaching, Associate Professor. AB, Miami University, 1966; MS St. Francis College, 1971; MS, St. Francis College 1980.

Anthony Opliger, 2002. Instructor of Business. BS, Manchester College, 1998; MA, Manchester College, 1999.

Jay D. Platte, 1968. Director of Community School of the Arts, Professor of Music. BME, Fort Wayne Bible College, 1969; MA, Ball State University, 1971; DA, Ball State University, 1981.

Bruce A. Pratt, 1992. Associate Professor of Physical Education and Human Performance. BS, Taylor University, 1974; MA, Ball State University, 1978; EdD, Ball State University, 2001.

Roger W. Ringenberg, 1983. Associate Professor of Missions. BA, Fort Wayne Bible College, 1969; MDiv, Trinity Evangelical Divinity School, 1973; ThM, Grace Theological Seminary, 1982; DMiss, Trinity Evangelical Divinity School, 1992.

Larry W. Rottmeyer, 2000. Professor of Business. BS, Taylor University, 1978; MBA, Ball State University, 1980; PhD, University of Arkansas, 1990.

James A. Saddington, 1983. Associate Professor of History. BS, Philadelphia College of Bible, 1970; BA, Temple University, 1971; MA, Temple University,

1972; MA, Montclair State College, 1985; PhD, Bowling Green State University, 1996.

Heather St. Peters, 1994-97, 1998. Associate Professor of Communication Arts and Political Science. BA, Illinois Wesleyan University, 1991; MS, Illinois State University, 1994. MS, Illinois State University.

John R. Schutt, 1988. Associate Professor of Biology and Environmental Science. BA, Western Maryland College, 1976; MS, University of Tennessee, 1982; PhD, University of Tennessee, 1985.

Rebecca S. Shearer, 2001. Visiting Associate Professor of Education. BS, Manchester College, 1964; MS, Ball State University, 1967.

Ronald M. Sloan, 1981. Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus, Professor of Music. BM, University of Toledo, 1976; MM, University of Louisville, 1978; DMA, University of Arizona, 1980.

J. Steven Smith, 2001. Professor of Justice Studies. BA, Ottawa University, 1980; MA, Northern Arizona University, 1982; PhD, Oklahoma State University, 1985.

Sonja S. Strahm, 1977. Director of Academic Center for Enrichment, Associate Professor. BA, Taylor University, 1966; MS, St. Francis College, 1969; MA, Ball State University, 1989; additional graduate studies, Appalachian State University

Michael D. Van Huisen, 1985. Reference Librarian, Assistant Professor. BS, Bryan College, 1973; MSLS, University of Tennessee, 1979; MLS Indiana University-Purdue University Fort Wayne, 2000.

W. Quinn White, 1999. Assistant Professor of Education. BS, Taylor University, 1988; MA, The Ohio State University, 1996, additional graduate studies, The Ohio State University.

Evan D. Wood, 2004. Assistant Professor of Business, BA, Cedarville University, 1997; MBA, Indiana University Fort Wayne, IN, 2004.

Student Development and Other Faculty

Richard H. Baxter, 1969. Associate Dean of Students and Director of Career Development; Associate Professor. BS, Fort Wayne Bible College, 1970; MS, Saint Francis College, 1977.

Liz Cotrone, 2003. Residence Hall Director, Instructor. BA, University of Wisconsin- Eau Claire, 2000; MA, Moody Graduate School, 2004.

Randall E. Dodge, 1984-88, 1997. Associate Vice President for Student Development and Dean of Students, Associate Professor. BA, Taylor University, 1981; MA, Ball State University, 1982; JD, Indiana University School of Law, 1992; PhD, Indiana University, 1997.

Marvin Hamilton, 1990. Athletic Director and Campus Pastor, Assistant Professor. BA, Taylor University, 1968; BA, Florida Bible College, 1972; MAR, Liberty University, 1990.

Katherine Miranda, 2000. Associate Dean of Students and Director of Residence Life Programs, Instructor. BA, Houghton College, 1996; MA Eastern University, 2000.

UNIVERSITY DIRECTORY

Emeriti Faculty

Wava Bueschlen, Director of Lehman Library, 1964-1998

Eunice J. Conrad, Associate Professor of English, 1957-1995

Cyril Eicher, Professor of Pastoral Ministries Emeritus, 1950-1978

Joy M. Gerig, Former Director of Christian Service and Associate Professor Emeritus, 1959-1989

Jay Kesler, President Emeritus, 1985-2000; Chancellor, 2002-03

Ted Nickel, Professor of Education Emeritus, 1962-1986

Daryl R. Yost, Professor of Education and Administration Officer, 1983-2003

Contract Personnel

Lisa Allen, Associate Director of University Relations; Director of Conferences

Geri Bradford, Information Resource Coordinator*

Andrew Davis, Residence Hall Director and Student Activities Coordinator

Richard Ehresman, Bookstore Manager*

Paul R. Johnston, Director of Financial Aid

Tammy Lugar, Office Systems Coordinator

Chris McCormick, System Support Specialist

Deb Morse, Adult Student Counselor

Michael Mortensen, Director of Alumni Relations

Angela Morton, Admissions Counselor

Joy Newton, Campus Counselor

Kari Reynolds, Coordinator of Advancement Support

Miriam Rose, Instructional Materials Coordinator/Lehman Library

Al Rupp, Associate Director of Development/Planned Giving

Caroline Simmons, Administrative Assistant to the Executive Vice President

Tonya Hammond, Marketing, Communications, and Special Programs Coord.

Melinda Troester, Admissions Counselor

Larry White, Director of Campus Safety

Jennifer Woolever, Home School Counselor

*Office located on Upland campus

UNIVERSITY CALENDAR
2004-2005 Academic Year

Fall Term 2004 (August 31-December 16)

Aug.	27-30	Welcome Weekend
	31	Classes begin
Sept.	6	Labor Day - No day classes; classes resume at 5 pm
	25-26	Family Weekend
Oct.	1	Campus Visitation Day
	21	Fall break begins after the last class (one day only)
Nov.	1-5	World Opportunities Week
	5	Campus Visitation Day
	23	Thanksgiving break begins after the last class
	29	Classes resume
Dec.	3	Campus Visitation Day
	10	Last day of classes
	13-16	Final exam week

Interterm 2004 (January 3-January 26)

Jan.	3	Classes begin
	17	Martin Luther King, Jr. Day
	26	Last day of classes

UNIVERSITY CALENDAR

Spring Term 2005 (January 31-May 29)

Jan.	31	Classes begin
Feb.	4	Last day to add a class
	11	Campus Visitation Day
Mar.	**10**	**Indiana students' FASFA must be RECEIVED by federal processor**
	11	Campus Visitation Day
	24	Spring/Easter vacation begins after last class
	25	Good Friday
Apr.	4	Classes resume
	15	Campus Visitation Day
May	13	Last day of classes
	16-19	Final exam week
	21	Commencement

Summer Sessions 2005 (May 24-August 19)

May	24	May session classes begin
	24	Full summer session begin
	30	Memorial Day
June	17	May session classes end
	20	June session classes begin
July	4	Independence Day
	22	June session classes end
Aug	19	Full summer session classes end

COMPLIANCE

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; the Federal Family Rights and Educational Privacy Act of 1974,as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Services for Students with Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the ACE located in the Zondervan Library.

The Student Right to Know Act of 1990

The Student Right To Know Act of 1990 (Public law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically-related financial aid. This data is available upon request from the Office of Administration and Planning, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, (765-998-4627).

Taylor Policy of Nondiscrimination and Compliance

It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's Statement of Faith and Life Together Covenant, no discrimination shall exist against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of Academic Affairs, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, 765-998-5204, or the Office of Civil Rights, D.H.E.W., Washington, D.C.

Family Educational Rights and Privacy Act

The Family Educational Rights and privacy Act (FERPA) affords students certain rights with respect to their education records. They are:
(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University may release without written consent the following items which have been specified as public or directory information for students who are currently enrolled: name, addresses, e-mail address, telephone listings, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, dean's list, most previous educational agency or institution attended.

A student can request, while still enrolled, that the University not release any directory information about him/her. This designation must be furnished in writing to the Registrar by the end of the first week of classes in the semester. Requests for nondisclosure will be honored for one academic year.

At the postsecondary level, the right to inspect is limited solely to the student. Records may be released to parents only under the following circumstances: 1) through the written consent of the student, 2) in compliance with a subpoena, and 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.

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TAYLOR UNIVERSITY

FORT WAYNE

Office of Enrollment Services
1025 West Rudisill Boulevard
Fort Wayne, Indiana 46807
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Fax: 260-744-8660
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1-800-233-3922